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# **ENGLISH FOR TODAY**

## **Class Six**

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## Preface

The secondary curriculum has been revised in the light of National Education Policy 2010, which emphasises learning English as an international language for communicating locally and globally. The 'English For Today' textbooks have been developed to help students attain competency in all four language skills, i.e. listening, speaking, reading and writing.

The development of curriculum, syllabus and textbook is a continuous process. In continuation of it, this book has been developed and rationally evaluated by a group of experts, which included curriculum specialists, subject specialists, teacher trainers and classroom teachers. The contents and illustrations of this book have been developed in order to suit the learners' age and cognitive level. In this book effective communicative approach and techniques integrated with existing traditional methods have been introduced. The book emphasizes practicing language skills through a variety of meaningful and enjoyable activities.

The publication of teacher's guide is under process. The teacher's guide will help the teachers to plan the lessons more effectively and teach the students communicatively through teaching learning activities.

My heartfelt gratitude goes to the curriculum developers, writers, illustrators and coordinator who worked under tremendous time constraints. Without their sincerity, commitment and hard work, it would not have been possible for NCTB to develop the English textbook '**English For Today**' making it available to teachers and students all over the country by January 2013. Recently, the rational evaluation and tryout program has been completed to make correction and revision of the textbook. I hope the outcomes of the program will be reflected in this revised edition. Any constructive suggestions for the improvement of the textbook will be welcomed and incorporated in future editions.

I also sincerely thank all involved in the production, revision and publication of this textbook. If this book is used properly, it will no doubt facilitate learning English at the desired level.

**Professor Narayan Chandra Saha**  
Chairman  
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## Table of contents

Lesson- 1	Going to a new school	1
Lesson- 2	Congratulations! Well done!	4
Lesson- 3	A railway station	7
Lesson- 4	Where are you from?	9
Lesson- 5	Thanks for your work	13
Lesson- 6	It smells good!	17
Lesson- 7	Holding Hands	19
Lesson- 8	Grocery shopping	21
Lesson- 9	Health is wealth	27
Lesson- 10	Remedies: modern and traditional	31
Lesson- 11	Are you listening?-1	35
Lesson- 12	Birds of Bangladesh	37
Lesson- 13	An unseen beauty of Bangladesh	39
Lesson- 14	Our pride	42
Lesson- 15	The lion's mane	46
Lesson- 16	An old people's home	49
Lesson- 17	Boats sail on the rivers	52
Lesson- 18	Are you listening?-2	53
Lesson- 19	Make your snacks	56
Lesson- 20	Stop, look and listen	59
Lesson- 21	Hason Raja: the mystic bard of Bangladesh	60
Lesson- 22	Wonders of the world-1	62
Lesson- 23	Wonders of the world-2	64
Lesson- 24	Aesop's fable	67
Lesson- 25	We live in a global village	69
Lesson- 26	Our wage earners	71
Lesson- 27	The concert for Bangladesh	75
Lesson- 28	Buying clothes	78
Lesson- 29	Andre	83
Lesson- 30	Are you listening?-3	84
Lesson- 31	Taking a test	86
Lesson- 32	What should we do?	88
Lesson- 33	Too much or too little water	90
Lesson- 34	An invitation for Robin	92
Lesson- 35	The Garden	94
Lesson- 36	Sample Question	101



## Lesson 1

# Going to a new school

After completing the lesson students will be able to

- read and understand texts
- talk about people, places and familiar objects in short and simple sentences
- write short paragraphs

**A Tarun has moved to a new city with his parents. He is going to a new school and his new teacher has given him the following form to fill out. His teacher wants to know more about Tarun.**

**Read the form and see what Tarun has written about himself.**

1. My name is Tarun Chowdhury.

2. I am 11 years old.


3. I have brown eyes, brown hair, and I am 4 feet, 3 inches tall.

4. I am good at playing football and drawing.

5. My hobbies are collecting stamps and reading.

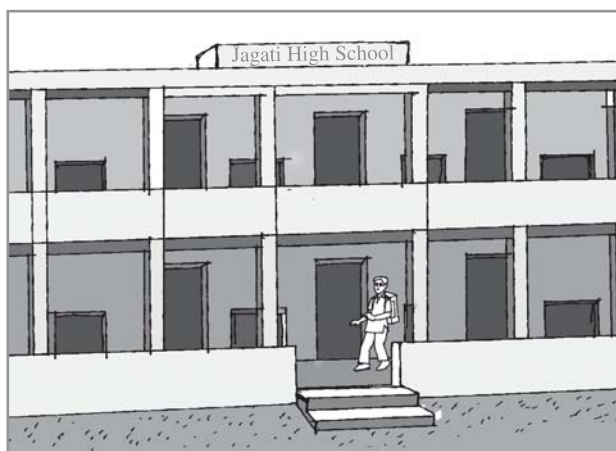
6. I like to read comic books and eat peanuts.

7. I really don't like any kind of soft drinks.



**A1 Now write down similar information about yourself.**

1. My name is \_\_\_\_\_.
2. I am \_\_\_\_\_ years old.
3. I have \_\_\_\_\_ eyes, \_\_\_\_\_ hair, and I am \_\_\_\_\_ , \_\_\_\_\_ tall.
4. I am good at \_\_\_\_\_ and \_\_\_\_\_.
5. My hobbies are \_\_\_\_\_ and \_\_\_\_\_.
6. I like to \_\_\_\_\_ and \_\_\_\_\_.
7. I really don't like \_\_\_\_\_.

**B Read the following passage about Tarun's first day in the new school.**

My first day at the new school was interesting. I was going to school with my father in a rickshaw. We reached school after fifteen minutes. My father said good bye and left me at the school gate. I went in and found that everyone had gone to class. I walked into my classroom and found a seat. After sometime a teacher came and warmly greeted us. I found the students very friendly in my new class.

**B1 Choose the right answer :**

The passage is about

- a who took Tarun to school the first day.
- b how Tarun felt on the first day in school and why he felt so.
- c what happened in the school on the first day.

**B2 Match a word from Column A with a word (or words) from Column B that has (or have) similar meaning.**

Column A	Column B
interesting	lovingly
frightened	awkward or ashamed
happy	afraid
excited	glad
warmly	thrilled

- B3** Talk about your first day in school and how you felt - happy, frightened, thrilled or shy. Work in groups.
- B4** Now write a paragraph on how you felt on your first day at school and why you felt so.
- C** Read the following poem and end this lesson with fun and laughter.

**Let's Play**

- Kate Greenaway

School is over,  
Oh, what fun!  
Lessons finished,  
Play begun.  
Who'll run fastest,  
You or I?  
Who'll laugh loudest?  
Let us try.



- C1** Notice the use of punctuation marks in the poem. Why are the exclamation marks (!), the question marks (?), and the full stops (.) used in these places?

## Lesson 2

# Congratulations! Well done!

After completing the lesson students will be able to

- ask and answer questions
- read and understand written instructions
- participate in short dialogues and conversations on familiar topics

**A** We often use some routine expressions in our everyday conversations. Read the following conversations and see some of the different ways in which we can respond to a good or bad news.

i) *Bithi's elder brother Babul goes to a college in Dhaka. Bithi and her parents live in a small town in Tangail district. Babul is talking to his father over telephone.*

Babul : Hello, Dad!

Dad : Babul? How are you?

Babul : Fine, Dad. I just got my exam result. I've got an A in my English test!

Dad : Well done, son! I'm so proud of you!

Babul : Thanks, Dad. By the way I have to go now. I'll call you again.

Dad : Bye, son. Take care.

Babul : You too, Dad. Bye!



ii) *Rahul is a good singer. He loves to sing folk songs and is quite popular with the young generation. His new album has just come out.*

Nina : Hello, Rahul! You look very happy today!

Rahul : I am happy. I just heard that my new album of Lalon's songs has been a hit!

Nina : Oh, great! Congratulations!

Rahul : Thanks, Nina. I can't tell you how happy I am!

iii) *Manzoor is a student of class six in a Government High School in Rajbari. Recently there was an inter-school essay competition on the occasion of our Independence Day. Manzoor had participated and got a prize.*

Raj : Hello, Manzoor! What's the matter?

You look excited!

Manzoor : You remember the competition, I took part?

Raj : Yes, I do. What happened?

Manzoor : I am happy that I've won the competition!

In fact, I've won the first prize!

Raj : Oh, that's marvelous! Congratulation!

Manzoor : Thanks, Raj.

### Language Focus

When we are glad or happy to hear about any good news, we usually express our happiness with these expressions: **Congratulations! Well done! That's marvelous! That's wonderful! Great!**, etc. In return the other person usually says, 'Thanks' or 'Thank you'.

**A1 Discuss with your friends the meanings of: *generation, album, hit* as they have been used in the conversations above.**

**The words *album* and *hit* can be used in more than one meaning. Discuss in groups and see if you can guess the other meanings.**

**A2 Practise the conversations above in pairs.**

**B Let's now see what we say when we hear about something not good or not happy. Read the following dialogues.**

i) Bobby : Hi, Sujan! Why didn't you come  
to school last week?

Sujan : I had the flu. I was in bed  
most of the time.

Bobby : Oh, I'm sorry to hear that.  
How do you feel now?

- ii) Shakil : Hello, Manik! Why are you so quiet today?  
Manik : Did you see that pen my father gave me?  
I've lost it. It was very dear to me!  
Shakil : Oh, I'm so sorry! How did you lose it?  
Manik : I don't know! I think I dropped it somewhere.
- iii) Shanu : Hi, Munira! Have you seen the result?  
Munira : Yes. I've failed in my math test.  
Shanu : Oh, that's bad luck!  
Munira : I don't know how to tell my parents.  
Shanu : I think they will understand.  
I know you'll do better next time.

### Language Focus

When we hear about any bad news or not so good news, we say, 'I'm sorry to hear that' or 'That's **hard luck**' or 'That's **bad luck**', etc. In response the other person usually doesn't say anything.

**B1 Practise saying the above conversations in pairs.**

**B2 Answer the following questions.**

What would you say to somebody who:

- a has won a lottery?
- b has lost a football match?
- c has just congratulated you on your good result?
- d has been ill?
- e has been selected for a music programme on TV?

**B3 Work with a partner. Make short conversations on the situations given in B2.**

## Lesson 3

# At a railway station

After completing the lesson students will be able to

- talk about people, places and familiar objects in short and simple sentences
- read and understand texts

### A Read the following passage.

My friend Sajjad and I were sitting at the railway station. I came to see him off. Sajjad was going to Dhaka to his elder sister's house. It was very crowded in the station. There was a long line of people at the ticket counter. A woman was standing in the queue. She was holding her child's hand tightly. A group of young people was talking loudly and drinking tea in front of a tea stall. An old couple was trying to find a quiet place to sit down and rest. The waiting room was crowded, too. I saw one man who was trying to carry three heavy suitcases. A young lady was sitting on a bench with her luggage at one corner. She was reading a magazine.

My friend and I stood near a newspaper stall talking and watching the crowd around. Soon my friend's train started to leave. As the train whistled, he picked up his suitcase and we said goodbye to each other.

### A1 Talk about what the speaker saw and did at the railway station. Use your own words.

### A2 Match a word from Column A with a word in Column B that has an opposite meaning. One is done for you.

Column A	Column B
see off	light
long	busy
quiet	receive
heavy	drop
pick up	short

- A3** Look at the picture below. Talk about what things you see and what are happening.



- A4** Suppose you went to one of the places listed below. Describe what you saw, what were happening and what you did there.

- i) A shopping place
- ii) A bus station
- iii) A fair



## Lesson 4

# Where are you from?

**After completing the lesson students will be able to**

- recognize word and stress on words in sentences
- talk about people, places and familiar objects in short and simple sentences
- ask and answer questions

**It is natural that when two persons meet they would continue their conversation. They may want to know where the other comes from, or what the other person does and so on. Here are some conversations in such everyday situations.**

**A Listen to and then practise the conversations below with your class friends.**

*i) Mamun and his friend Akash have gone to a book fair. A lot of people have also come. They are all talking, laughing and buying books. Mamun introduces Akash to someone. Because of the noise around, Akash cannot hear his name.*

Mamun : Akash, I'd like you  
to meet .....

Akash : Hello! My name is  
Akash. I'm sorry, I  
couldn't catch your  
name.

The stranger : James. James  
Collins. Nice to  
meet you.

Akash : Nice to meet you,  
too. Where are you  
from, James?

James : I'm from England.



**A1 Imagine that you are at a bus/railway station. A friend introduces you to somebody. You couldn't hear his name properly for the sound around. Now make a conversation among you, your friend and the new person.**

*ii) Sometimes the same questions can be asked in a different way. Here is a conversation between an Immigration officer and a passenger at the Shahjalal International Airport, Dhaka. Listen to the conversation first and then practise it with a partner.*

Officer : Your name, Sir?

Passenger : Robert Smith.

Officer : Where do you come from, Mr. Smith?

Passenger : Australia.

Officer : And where are you coming from now?

Passenger : I'm coming from London.

Officer : Welcome to Bangladesh, Sir.  
Have a nice stay.

Passenger : Thank you.



**A2** In the above conversation the officer asks the passenger first time " Where do you come from?" and again he asks the passenger "And where are you coming from now?" Why?

*iii) It's the first day in the new class after the annual exam. The boy sitting next to Joy is a new student. Listen to and practise the conversation below.*

Joy : Hello! I'm Joy. I'm the class captain.

New student : Hi! My name is Sajed.

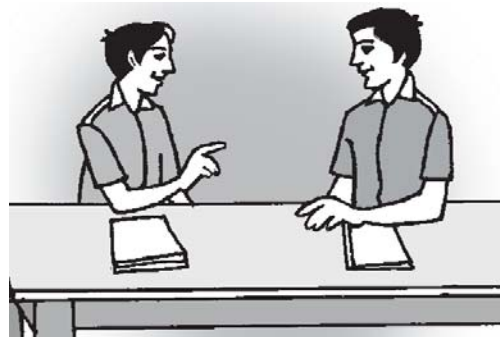
Joy : Where do you come from, Sajed?

Sajed : I'm from Sylhet. My father got transferred here. That's why I'm here in Khulna.

Joy : Well, I'm sure you will like Khulna and your new school.

Sajed : I know I will. Will you be my friend?

Joy : I'm already your friend!



**A3 Joy asks Sajed "Where do you come from, Sajed?" What could Joy ask him instead?**

*iv) Mamun and Akash are talking about Mamun's cousin Ruma. Listen to and practise the conversation in pairs.*

Akash : What does your cousin do, Mamun?

Mamun : She is an architect.  
She mostly designs  
offices and shopping  
complexes.

Akash : What is she doing at  
the moment?

Mamun : Well, at the moment  
she is designing  
something different.



She is designing a school building  
at the outskirts of Dhaka.

*v) Mary and her mother are sitting in their living room. Mary's mother Rabeya Begum is watching TV and Mary is reading a story book. Their neighbour's little boy is crying at the top of his voice.*

Rabeya : I just don't understand! That boy is screaming so much! What's his mother doing?

Mary : I don't think she is at  
home. May be she is  
issuing out books to  
someone at the moment.

Rabeya : Why, what does she do?

Mary : She works part-time at the  
Town Hall Library.



**A4 Listen to the conversation between Akash and Mamun, and between Rabeya and Mary again. What difference do you find in the questions "what is she doing at the moment?" and "what does she do?"**

### Language Focus

Notice that sometimes the answer to "*Where do you come from?*" or "*Where are you from?*" is the name of the country one belongs to. But when both the speakers are from the same country, the question would obviously mean what part of the country one belongs to.

Notice the difference between "*What do you do?*" and "*What are you doing?*" '*What do you do?*' means the same as 'What's your profession?' On the other hand, '*What are you doing?*' refers to what you are doing at the moment, or to something you are doing around that time.

**B** Look at the pictures below. Ask and answer questions about what each person's profession is, and what he or she is doing at the moment.

**Follow this model:**

What's his/her name? What does he/she do?

What is he/she doing now?

At the moment he/she is \_\_\_\_\_.

He/she is not \_\_\_\_\_. (not doing what he/she usually does, e.g. He is not seeing a patient)



Captain Harun, Pilot



Nadia Sultana, Student



Rashid Ahmed, Doctor



Shumana Chowdhury, Lawyer

## Lesson 5

# Thanks for your work

After completing the lesson students will be able to

- talk about people, places and familiar objects in short and simple sentences
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- read and understand texts
- write short paragraphs

**A Look and say. Use suitable words from the box to describe the occupation of each person below.**

newspaper hawker

nurse

cleaner

rickshaw-puller

waiter

postman



1



2



3



4



5



6

**A1 Choose appropriate words from the box to complete the dialogue below. Then act out the dialogue in pairs.**

letters	restaurant	streets	place	morning
---------	------------	---------	-------	---------

A : What does a cleaner do?

B : A cleaner cleans our houses, office and ..... etc.

A : What does a newspaper hawker do?

B : A hawker gives us newspapers every ..... .

A : What does a postman do?

B : A postman delivers ..... and other items to us.

A : What does a rickshaw puller do?

B : A rickshaw puller takes us from one ..... to another.

A : What does a waiter do?

B : A waiter serves food at the ..... .

**B Read the text about Bulbul and answer the questions below.**

Bulbul collects rubbish from the Sankar area in Dhaka. Every morning, he wakes up at 5 o'clock and walks along the streets of Sankar to collect rubbish. People of Sankar put their rubbish in plastic bins and leave them in front of their houses. Bulbul walks from door to door to collect them. Sometimes the bins are very dirty and they smell bad. But Bulbul does not mind. He takes out everything from the bins and puts them in his van. He believes that all jobs are important. He works hard every day to keep this area clean.





Last month Bulbul was sick for two days. So, he could not come to collect the rubbish. The people of Sankar were in great trouble. They got piles of rubbish waiting in front of their houses. The whole area became dirty and unhygienic. When Bulbul got well, he came back to Sanker. He collected everything from all the bins. Bulbul does not want to fall sick again. He realises, if he stops working even for a few days only, the whole area will turn into a big dustbin.

**B1 Now, ask and answer the questions in pairs.**

- a) What time does Bulbul wake up?
- b) Where do the people of Sankar put their rubbish?
- c) Why does Bulbul think that all jobs are important?
- d) What happened when Bulbul became sick?
- e) What will happen if Bulbul falls sick again?
- f) What will you say to Bulbul, if you meet him?

**B2 Think of a person who helps you live well. Write a composition on this person. Now answer the following questions.**

- a) What does he/she do?
- b) What time does he/she start his/her work?
- c) How does he/she do the work?
- d) Does he/she like the job? Why/why not?
- e) What will happen if he/she stops working?
- f) What do you think about his/her job?

**Language Focus:**

Notice the verbs in the italics in the following sentences.

- a) Bulbul *collects* rubbish from the Sankar area in Dhaka
- b) Every day he *wakes* up at 5 o'clock and *walks* along the streets of Sankar.

*We talk about usual routines in simple present tense. In simple present tense, the verb takes an 's' or 'es' if the subject is any one person/he/she etc.*

Notice the verbs in the following sentences in *italics*.

- a) The people in Sankar area *became* very upset.
- b) They *got* piles of rubbish waiting outside their house.

*All the sentences here talk about the past. So, they are in simple past tense. In simple past tense, the verb is always in its past form (e.g. got, became, etc.).*

**B3 Underline all the verbs in text on Bulbul (B). Write down the past form of the verb in the present tense. Also write down the present form of the verb in the past tense.**

One is done for you.

wakes up—————woke up.



## Lesson 6

## It smells good!

**After completing the lesson students will be able to**

- ask and answer questions
- participate in short dialogues and conversations on familiar topics

### **A Read the passage and the dialogue below.**

It's Saturday. Amal's school is open. But Friday and Saturday are father's weekly holidays. Father sometimes loves to cook special dishes for everybody on Saturdays. It's 2 o'clock - time for Amal to come back from school. Mother is setting the table. Amal's two younger sisters are playing in the living room. The doorbell rings. Amal comes in.

Amal : Hi, Mom! I'm back!

Where's Dad?

Mom : In the kitchen. Today is Saturday, remember?

Amal : Right! Dad's cooking day! Hi, Dad! What are you cooking today? It smells good!

Dad : It's 'moragpolau', dear, your favourite dish.

Amal : Can I try some?

Dad : No, you can't. You know the rule, don't you? Go and wash your hands first.

Amal : Please, Dad. I'm coming soon.

Dad : Ok. Here is your dish.

Amal : Ummm! It tastes so delicious!



### **A1 Work with a partner. Ask and answer the following questions.**

- a. What's your favourite food?
- b. Where do you usually have it?

- c. Who prepares it?
- d. How does it taste?

**A2 Practise the conversation in section A with a friend. Remember to use proper stress and intonation (up and down movement of your voice).**

**A3 Fill in the blanks in the following sentences with the words in the box.**

smell	see	look	know	like	want
-------	-----	------	------	------	------

- a. I \_\_\_\_\_ him very well.
- b. The new dress \_\_\_\_\_ great!
- c. Rina \_\_\_\_\_ to collect stamps.
- d. I can \_\_\_\_\_ a butterfly near the flowers.
- e. The flower \_\_\_\_\_ sweet.
- f. Murad \_\_\_\_\_ to buy a dictionary.

**A4 Read the passage below and choose which verb form is appropriate. Underline the word you choose.**

Shikha Banu *works/is working* as a waitress in a restaurant in Chittagong. She takes orders and serves food to customers. But today, the chief cook has suddenly fallen ill. So, she *helps /is helping* the other cooks in the kitchen. She *makes /is making* 'pudding'. She *thinks/is thinking* of her son, Priyam. How he *loves/is loving* pudding! She *wants/is wanting* to make a pudding for Priyam when she goes back home today. Suddenly she *hears/is hearing* someone says "The pudding is done, apa. Shall I take it off the oven?" With a start Shikha Banu *says/is saying* "Oh, yes. Please do."

**After completing the lesson students will be able to**

- recognize word and stress on words in sentences
- recognize intonation in sentences
- understand and enjoy stories and poems

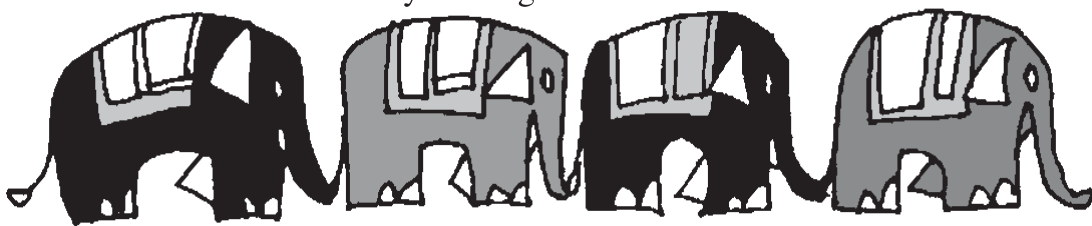
**A Listen and read.**

**Holding Hands**

*-Leonore M Link*

Elephants walking  
Along the trails  
Are holding hands  
By holding tails  
Trunks and tails  
Are handy things  
When elephants walk  
In Circus rings.  
And when they walk  
It never fails

They're holding hands  
By holding tails.



**A1 Recite the poem in groups, in pairs and then individually.**

**A2 Look at the following words.**

**Each word has more than one meaning. The meaning in which a word has been used in the poem is given. Can you think of any other meaning or meanings?**

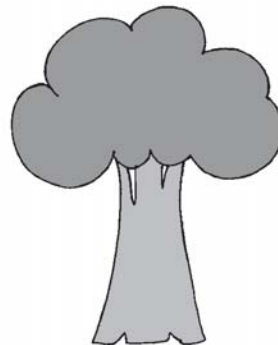
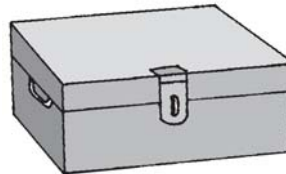
*Trunk* : The long nose of an elephant

*Ring* : A round confined area in which animals or people perform or compete. There are seats around the outside of the ring for the audience.

For example : *a circus ring or a boxing ring.*



**A3** Now match the words above with the picture below.



**A4** Can you make sentences with the words.

**After completing the lesson students will be able to**

- use word stress and stress on words in sentences
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- read and understand texts

**A Some guests will visit Imran's house tonight. So Imran's mother will cook dinner for them. She asks Imran to go to the local market. He often forgets to buy the necessary items. So his mother is making a shopping list for him. He is helping his mother make the list.**

**Read the conversation between the mother and son.**

Imran : Mom, what do I need to buy?

Mom : Well, see if we have enough potatoes?

Imran : We have some potatoes but I don't think it's enough.

Mom : Then get half kg of potatoes. How about tomatoes?

Imran : I don't see any tomatoes.

Mom : Are there any other vegetables?

Imran : Yes, there are some beans, carrots, cucumber and eggplants....That's all.

Mom : Well, I'll need one kg of tomatoes. Half kg of beans and two cauliflowers.

Mom : Are there any eggs, dear?

Imran : There are only three eggs. Maybe I'll buy a dozen more?

Mom : Humm..... oh, yes.... get some sugar, and milk and one litre of oil, too.

Imran : OK. One litre of milk and.... one kg of sugar.

Mom : One more thing, dear. You are forgetting your list! Here it is.

Imran : Oh! Thanks, Mom.



**A1** Now look at the shopping list below. You have read the conversation above. Now put a tick against the items that Imran will buy and put a cross against the items he will not buy. Write the quantity of the items he is buying in the last column. (One is done for you.)

No.	Items	√/x	Quantity
1	Potatoes	√	½ kg
2	Tomatoes		
3	Onions		
4	Cauliflower		
5	beans		
6	Eggplants		
7	Eggs		
8	Oil		
9	Salt		
10	Sugar		
11	Milk		
12	Carrots		
13	Cucumber		

**B** Listen to and read the dialogues below.

Salesman : Hello, how can I help you?

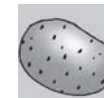
Imran : Do you have any beans?

Salesman : Yes, we do. How much would you like?

Imran : I would like half kg. And I'll also need one kg of tomatoes, two kgs of potatoes, two cauliflowers, a dozen of eggs and some salt.

Salesman : Do you need oil, sir?

Imran : Yes, I need a litre of oil.



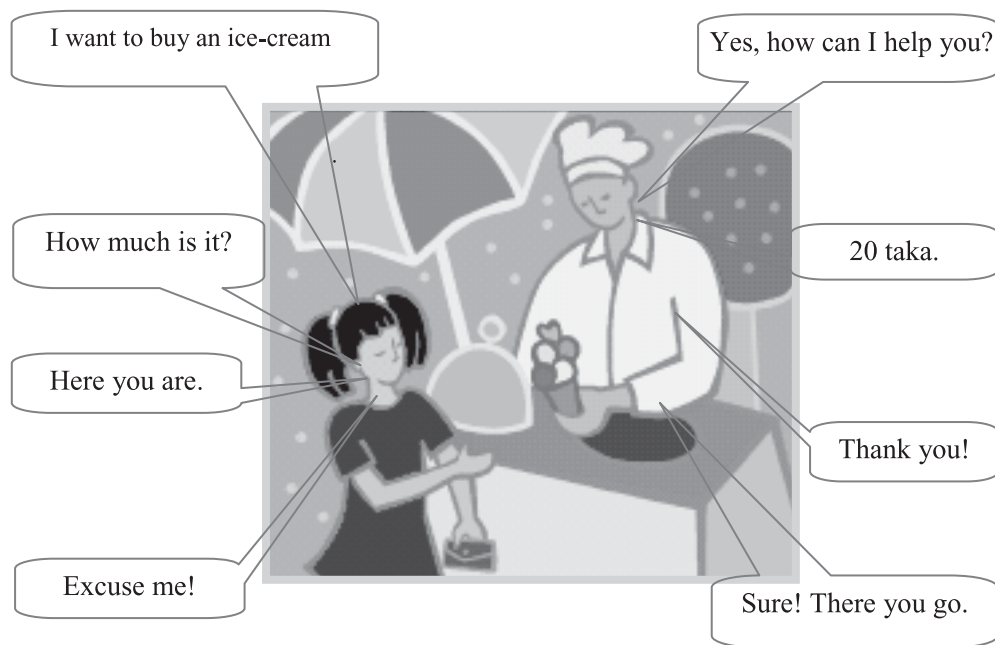
- Salesman : Do you need anything else?
- Imran : Umm..... let me check. (looks at the list).  
Oh, yes, could I have some sugar and milk?
- Salesman : Sure. How much milk do you want?
- Imran : Just one litre, ...and one kg of sugar, please.
- Salesman : Ok, let me find all the items for you.
- Imran : Thanks. Please put them in a paper or jute bag.
- Salesman : Sure! We don't use plastic bags here.  
Here you go! I've put all the items here.
- Imran : Thank you. How much is the total?
- Salesman : The total comes to Taka five hundred and thirty-five.
- Imran : Here is five hundred and fifty.
- Salesman : Thank you. Here is the change, fifteen taka. Have a good day!
- Imran : Thanks Bye.



**B1 Discuss the following questions in pairs.**

- How many items did Imarn buy?
- What varieties of vagetables were available in the market?
- Why do you think Imarn asked the salesman to use a paper bag? Discuss with your class friends and then write down one or two reasons.
- "Thank you, here is the change,...". What does the word 'change' mean here?

**B2** Read the sentences/phrases in the eight speech bubbles. Put them in the right order (1 to 8) to write down the conversation in your notebook.



**C** Discuss in pairs how you talk about quantities when you go shopping. Match the phrases in column A and the items in column B below to make an imaginary shopping list. Write down the list in your notebook. (One phrase may match more than one items.)

A	B
a can of .....	poster paper
a loaf of.....	bread
a packet of.....	paint
a tube of.....	facial tissue
half a kilo of.....	cake
a dozen.....	honey
a box of .....	eggs
a roll of .....	chocolates
a .....	toothpaste
a jar of .....	note book
a sheet of .....	pencils
	coke



- C1** Look at your shopping list again. Can you say which items are available in what kind of shops? There are different shops such as the grocer's, baker's, stationer's, etc. selling different things. Put the items under the proper headings in the table below.

Grocer's	Baker's	Stationer's
a dozen of eggs .....	A loaf of bread .....	A tube of paint .....

- D** Work in groups. Create a mini market in the classroom. Put some signs like the Baker's, the Grocer's, the Stationer's etc. Some of you play the roles of shop assistants and some others will be customers. Now the customers move round the room from one shop to the other asking the prices of the items shown in the pictures below. Use the following model.

**A shopping day:**

A : Have you got any noodles? / Do you have any noodles?

B : Yes, I have. / Yes, I do.

A : How much are they?

B : Taka twenty-five a packet.

A : Can I have two packets, please?

B : Here you are. That's taka fifty altogether.

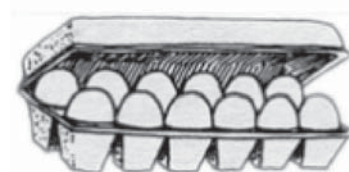
A : Thank you.



pencil box: Tk. 180



Biscuits: 35/pack



Eggs: Tk. 110/dozen



Toothpaste: Tk. 40/tube



Pencil set: Tk. 90



A calculator: Tk.250



A loaf of Bread: Tk. 35



Onions: Tk 40/Kg



Cake: Tk. 400/kg

### Language Focus: some and any

We use 'some' with positive statements.

Example:

*I've got some photographs. I need some milk.*

We use 'any' with negative statement.

Example:

*I haven't got any photographs. I don't see any student there.*

We use 'any' with questions.

Example:

*Have you got any photograph? Is there any water in the jug?*

### E Fill in the blanks with 'some' or 'any'.

- 1) Are there \_\_\_\_\_ flowers in the garden ?
- 2) Yes, these are \_\_\_\_\_ roses and \_\_\_\_\_ lilies.
- 3) What about jasmine ? Are there \_\_\_\_\_ jasmines ?
- 4) No, there aren't \_\_\_\_\_ jasmines.
- 5) Do you have \_\_\_\_\_ idea why I'm asking you all these?

## Lesson

9

# Health is wealth

After completing the lesson students will be able to

- ask and answer questions
- participate in dialogues and conversations on familiar topics
- read and understand written instructions
- read and understand texts

**A Choose a health problem from the box and write next to the appropriate picture. There are names of more problems in the box than are necessary.**

a fever, a backache, a cough, a headache, a toothache, a skin injury, a stomachache, a cold, a burn



.....



.....



.....



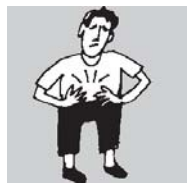
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**A1 Work in pairs. Ask and answer the following question.**

- Have you had any of these or any other health problems recently? Which ones? or what?
- How many times have you been sick in the past year?
- What do you do when you have a headache or a cold or a toothache?

**B Look at some health problems. Choose several pieces of good advice for each problem. There are more pieces of advice than problems.**

***Problems***

1. a cough.....
2. a backache.....
3. a fever.....
4. a toothache.....
5. a headache .....
6. a burn.....
7. the flu .....

***Advice***

- a. take some vitamin C
- b. put some ointment on it
- c. drink lots of liquid
- d. take enough rest
- e. put a heating pad on it
- f. put it under cold water
- g. take some paracetamol
- h. gargle with warm and salt water
- i. see a dentist
- j. see a doctor

**C Work in groups. Talk about the problems in section B and give advice. Try to give more than one piece of advice for each problem. Follow the model shown.**

- A : What should you do for a cough?
- B : You should gargle with warm water.
- C : It's a good idea to take some vitamin C.
- D : Yes. And if it continues for long, you should see a doctor.
- E : Well, I think it's good to avoid cold drink or ice-cream.
- F : Sometimes it helps to .....

*(Continue)*

**D Work with a partner in groups. Make a short conversation about each problem and its remedy in the box below.**

Problem	Remedy
<i>an insect bite</i>	<i>antiseptic</i>
a stomachache	an antacid
a burn	Burnol ointment
a skin injury	antiseptic

A : Have you ever had an insect bite?

B : Oh, yes ! I had one just last night, actually.

A : What did you do?

B : I put some antiseptic on it.

(Continue)

**E Read the text.**

A proverb says 'Health is Wealth'. To keep healthy is to keep free from disease and anxiety. Good health is proper functioning of all body organs. It is also feeling well both in body and in mind. People in good health are active, cheerful and happy. If you are healthy, you can be happy and can help others in society as well.

To keep in good health we should be careful about hygiene. The rules and practices of keeping good health are called hygiene. We must practise the rules of hygiene. Proper food and nutrition, physical exercise, rest and sleep, cleanliness, and proper medicare are essential for good health.

Some important rules of good personal health are as follows.

- a. *Balanced diet*: Our food should contain correct proportion of carbohydrates, fat, protein, vitamins, minerals and water in it.
- b. *Personal hygiene*: We should follow the personal health practices, such as,
  - Wash your hands before eating
  - Bathe regularly and wear clean clothes
  - Brush your teeth twice regularly
  - Do not let your nails grow long. Cut them regularly.
  - Wash your feet and hands before going to bed.
- c. *Cleaning household*: We should keep our household and environment clean.
- d. *Taking clean food and water*: Our food should be fresh, clean and properly cooked, and water should be pure.
- e. *Taking regular exercise*: We should take part in games and sports and take physical exercise regularly.
- f. *Taking regular sleep and rest* : We should sleep properly and take proper rest.

**E1 Answer the following questions.**

- 1 What do we mean by hygiene?
- 2 What are essential for good health?
- 3 What do we mean by balanced diet?
- 4 What are the rules of personal hygiene?

**F Listen to the conversation on a CD or as your teacher reads it and fill in the blanks in following sentences.**

Sohan : Hi, Simon! You look so fit! Do you exercise regularly?

Simon : Yes, I do. I'm quite ..... about fitness.

Sohan : So, how ..... do you exercise?

Simon : Well, I do jogging everyday in the ..... . Then I play table tennis  
in the afternoon.

Sohan : I like table tennis, too.

Simon : Oh, will you come to play ..... then?

Sohan : Sure. But ..... do you play?

Simon : Pretty well, I guess.

Sohan : All right. But I'm not very good.

Simon : No problem, Sohan. I won't play .....

**F1 Listen to the conversation again and then practise saying it in pairs.****F2 Read what Simon says about his physical exercise programme.**

I'm Simon. I love to exercise. I usually exercise every day. I get up early in the morning and do jogging for half an hour. Almost regularly, I play table tennis in the afternoon. Sometimes, I play football. Once a week, I do yoga.

**F3 Now write about what you usually do or would like to do to keep yourself fit.****G Write a short paragraph on the rules of good health. Take your cues from E.**

## Remedies: modern and traditional

After completing the lesson students will be able to

- read and understand written instructions
- read and understand texts
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- write short paragraphs

**A** Look at the following pictures. Discuss with your partner what they are. Match them with their names given in the box.

paracetamol,  
neem,

holy basil/tulsi,  
savlon,

antacid,  
turmeric,

honey,  
aloevera



**B** Read the following text.

People around the world are slowly changing their attitude towards medicine. More and more they are turning to natural cures. Natural cures are made of natural things, most often herbs and plants. History says that natural or herbal remedies are nothing new. People used them all along in different ages. Herbal medicines were used in ancient civilizations like India, China, Greece, Egypt, and Rome. Some ancient treatment systems are still in practice today. They have come down through generations.

For a minor burn injury the doctor may prescribe you a tube of ointment. But for the same, a rural grandma may put some aloe vera or use cold water. If children have cold in our country, grandmas give them honey and tulsi leaves to eat. And it works too. If you have a minor cut or wound, grown-ups may put some turmeric, marigold or aloe vera on it. Rural people usually use garlic, neem or turmeric to cure skin problems. With experience they have seen that these remedies work. Moreover, they are easy to get, are cheap and most often are without any side effects.

**B1 Find out the items for natural cures and chemicals. write the names of natural cures in column A. In the column B, write the items that are chemicals.**

Column A (Natural cures)	Column B (Chemicals)
honey	savlon

**B2 Answer the questions.**

- 1 What are natural cures made of?
- 2 Are herbal cures modern inventions? Explain your reasons.
- 3 Which civilisations are known for herbal treatments?
- 4 What natural remedies are used for cold? Can you add any more natural treatment for cold?
- 5 What herbal cures are used for skin problems?

**C Work in pairs. Complete the following expressions with words from the box.**

bottle,	box,	can,	package,	tube
---------	------	------	----------	------

- 1 a ..... of ointment
- 2 a ..... of aspirin
- 3 a ..... of bandage
- 4 a ..... of foot spray
- 5 a ..... of tissue

**Now write down some sentences using these phrases.**



**D Read the dialogue and practise in pairs.**

Pharmacist : Good morning. Can I help you?  
Mr Arman : Do you have anything for dry skin?  
Pharmacist : Well, you may try this new body lotion. It's good. Or, you can try this brand of Olive oil. Olive oil is also good for dry skin.  
Mr Arman : Well, I think I'll take the lotion. How much is it?

**D1 Work in pairs. Read the following situations and then make short conversations for each situation. Use *can*, *could*, *may*, *should*, etc. where necessary.**

- 1 You want your teeth to be strong. Ask for a good toothpaste. Your partner will suggest or offer one.
- 2 Decide first what you want to buy and ask for it. Your partner does not have what you want but he/she has something similar.
- 3 You have slightly cut your finger. You ask for something to put on it. Your partner suggests 'Bandaïd'.
- 4 Your mother has a headache. You ask for a medicine. Your partner gives you 'Vicks'.

**E People with a cold, a fever, or the flu often go to the doctor for help. But many people in our country also use home remedies for common illnesses. Read about some simple home remedies and answer the following questions.*****Cough***

For children's cough, grandmas give two tea-spoons of basil leaf/tulsi juice with one spoon of honey. It works excellent.

Some people take grape juice and honey too. It is also good for dry cough.

Hot milk with honey is also useful in cough problems.

You can take ginger tea which is also a useful home remedy for cough.

***Cold***

Lemon juice is good for any cold because it contains vitamin C. Vitamin C increases body resistance. Lemon juice, hot water and honey together work well in healing common cold.

***Toothache***

In normal toothache, keep a clove in your mouth. Place it in between the aching teeth and suck on it. You can even apply clove oil on the affected tooth.

Garlic also cures toothache. Place a clove of garlic on the aching tooth and munch mildly. Its juice will work as a relief.

A pinch of pepper powder mixed with common salt works well on the aching tooth. It's especially effective against the increased sensitiveness of the teeth.

***Headache***

Eating apples gives good result in headaches. While eating, add a little salt to it.

When headache is caused by cold winds, cinnamon works the best. Make a paste of cinnamon by mixing in water and apply it on your forehead.

**E1 Learn these words:**

ginger, resistance, clove, garlic, pepper, cinnamon, sensitive, munch, pinch (as used in the text).

**E2 Do you know of any other home remedies that people use in our country? Ask your parents / relatives and make a list of such remedies other than the items given in your text.**

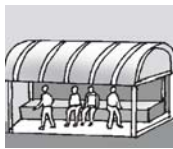
## Lesson 11

# Are you listening?-1

After completing the lesson students will be able to

- recognize English sounds
- recognize word and stress on words in sentences
- recognize intonation in sentences
- read aloud texts with proper pronunciation, stress and intonation

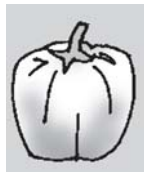
### A Listen to and read the following words.



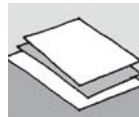
shed



shade



pepper



paper



test



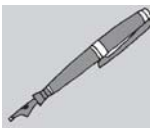
taste



wet



wait



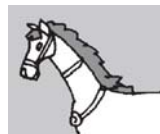
pen



pain



man



mane

**A1** Do you notice any difference between the vowel sound in the words on the left column and the vowel sounds in the words on the right?

Listen to and repeat the sounds in Section- A again.

**A2 Read the following sentences first. Notice the underlined words carefully.**

**Then listen to and repeat the sentences pronouncing the underlined words properly using the vowel sounds you just practised in section A.**

- a. I met Benu and her room-mate in the book store.
- b. They were buying some papers and pens.
- c. I remember her friend's face, but I can't remember her name.
- d. Later, I met them again the same day at the bus station.
- e. They were waiting for some friends to come.

**A3 Practise saying the following words.**

west	waste
debt	date
let	late
get	gate
tell	tail

**A4 Read the following sentences. Add 'e' to the underlined word in each sentence to make a new word. Now fill in the blank in the sentence with the new word. One is done for you.**

- a. Can you please buy me a new *cane*?
- b. I ..... to ask you, but can you buy me a hat, too?
- c. I lost both at the canteen where I ..... lunch yesterday.
- d. Sam, my friend, was having lunch at the ..... canteen.
- e. He was mad at me because I ..... him go back and look for my things later.

**After completing the lesson students will be able to**

- write short paragraphs
- talk about people, places and familiar objects in short simple sentences

**A Read the following passage.**

Bangladesh is a country full of natural resources. We are proud of our soil, forests, flowers, fruits and birds. The country is gifted with plentiful of fauna due to its geographical location. Birds are one of them. Today we will read about a bird known as 'Benebau' in Bangla, and 'Blackheaded Oriole' in English.

**Blackheaded Oriole (Benebau)**



The Blackheaded Oriole is a bird of the plain land of Bangladesh. Its body is deep yellow, its head, its throat, its tail and some parts of its wings are black; its beak is red. It looks like a Mayna and is about 25cm in length. It is seen in Bangladesh, India, Srilanka, Myanmar and some other countries.

The Blackheaded Oriole is a very sprightly and restless bird. It never stays at one spot for long. It eats all kinds of worms and insects. Its call is quite sweet and pleasant. The Blackheaded Oriole builds round shaped beautiful nests with dry grass and barks of trees. Both the male and the female bird take part in building their nests. The Blackheaded Oriole lays two to three eggs at a time.

**A1 Learn the meanings of these words:**

Geographical   fauna   resources   sprightly   plentiful   beak   lay
---

**A2 Look at the picture of the 'Tia' (Parakeet) below. And then write a paragraph on the bird using the clues given.**

Clues: found all over Bangladesh - about 42 cm - whole body green - strong, curved beak, bright red - eyes round and yellow - feet red - tall, slim tail - around its neck black and red coloured rings - eats grass, nuts, chilli, ripe banana and other fruits -live in flocks -builds nests in tall shimul trees/ in holes of empty buildings - lays four to six eggs

*( Text and photographs: M A Taher )*

**B Do you know the name of our national bird? Can you describe it in simple words? You may follow the above models.**

**After completing the lesson students will be able to**

- ask and answer questions
- read and understand texts
- write short paragraphs

**A Discuss the following questions in pairs.**

1. Have you ever visited any interesting tourist spot in Bangladesh?

If you have, what was that place. What special attractions did you see there?

If you haven't, what places do you wish to visit? What special attractions will you see there?

2. Which of the following activities would you like to do while visiting a tourist spot?

sight-seeing, taking photos, having picnic, shopping, collecting souvenirs, others .....

**B Now read the text on Birishiri, a quiet and less known tourist spot located in the north-eastern border of Bangladesh.**

Bangladesh is a small country but it is gifted with unlimited natural attractions. Only some of these eye-catching destinations are known to us. But there are many other areas lying in the green, remote countryside that are less-known to us. Shusong Durgapur of Birishiri is one of such places.

Shusong Durgapur has an amazing landscape. It is located on the bank of crystal clear Someshwari river and is close to the Garo hills. You can see the hills of Indian state of Meghalaya from here. The nature has unfolded its glory in this small, rural landscape. Here you can see the ceramic mountain leaning against the sky, the blue water of the pictorial mountain-valley, the modest movement of the river Someshwari, and the abandoned coal mines. There is another river here called Kangsa which is also known as old Someshwari.



Shusong Durgapur is located under Netrokona district about 170 km north from Dhaka. It's not only blessed with alluring natural beauty, but also rich in vibrant ethnic culture. There are many ethnic groups like - Hajong, Garo, Achik and Mandi living here. The Birishiri Tribal Cultural



Academy is located at Durgapur. It is a centre for various cultural and educational activities of different tribes.

The main attraction of Birishiri is the ceramic hill of Durgapur and the charming landscape along the Shomeshwari River. The river changes its color as the seasons change. Among other attractions are the palace of the Susang king, the Dasha Busha Temple, Orange Gardens, Shal forests and the Ramkrishna and Loknath Baba Temples.

The best way to get to Birishiri is by road from Dhaka. You can find direct bus to Birishiri from Mohakhali bus stand, Dhaka. It usually takes 5 to 6 hours to get there. When you are there you can go around the town by rickshaws. The rickshaw pullers know all the places very well.

**B1 Complete the dialogue below and act it out in pairs.**

A : Are there any rivers in Birishiri?

B : Yes, there are. There are two rivers, the Shomeshwari and Kangsa.

A : Is there any hills in Birishiri?

B : Yes, ..... is. It's called .....

A : Can I see any other hills from there?

B : Yes, you ..... You can see the hills of.....  
state from there.



A : Will I see people of various ethnic groups there?

B : Yes, you ..... . You will see people of Hajong, .....,  
Achik and ..... tribes.

A : Are there any temples there?

B : Yes, there ..... . You can see the Dasha Busha Temple  
and the ..... temples there.

**B2 Discuss the following questions in pairs.**

1. In which district is Shusong Durgapur located?
2. How far is Shusong Durgapur from Dhaka?
3. Where is the Birishiri Tribal Cultural Academy?
4. How can you get to Shusong Durgapur from Dhaka?
5. Why is Shusong Durgapur called 'an unseen beauty of Bangladesh'?

**C Match the phrases with the meanings.**

Phrases	Meanings
1. eye-catching destinations	a. see-through
2. green, remote countryside	b. lively activities of people from certain tribal groups
3. crystal clear	c. means of travelling from one place to another
4. pictorial mountain-valley	d. places that draws one's attentions
5. modest movement	e. gentle flow
6. vibrant tribal culture	f. a rural and distant place full of plants and trees
7. alluring natural loveliness	g. a plain land between two hills that looks like a picture
8. modes of transportation	h. the loveliness of nature that appeals to a viewer

**D Write a passage on a place of tourist attraction that you know.**

## Lesson 14

# Our pride

**After completing the lesson students will be able to**

- read and understand texts
- ask and answer questions
- write short paragraphs
- participate in short dialogues and conversations on familiar topics

### **A Read the following passage.**

For the people of Bangladesh, March is a month of unforgettable memories - memories of pride as well as of sorrow and grief. It is a month of proud memories because in this month in 1971 Bangabandhu Sheikh Mujibur Rahman declared the independence of Bangladesh. In the early hours of the 26th March, shortly before his arrest by the Pakistani army, Bangabandhu declared the independence of Bangladesh. Now 26th March is our Independence Day which we celebrate annually with pride and joy.

But March is also a month of sad memories for us. On the 25th March 1971, the Pakistani army swooped upon the Bangalees. They killed many unarmed and innocent men, women and children in Dhaka. The Bangalees did not let it go unchallenged. They started resisting Pakistani army and the war of liberation began. On the 16th December of the same year, a new nation independent Bangladesh was born. This is why December 16 is our Victory Day when the Pakistani army surrendered unconditionally.

We, the Bangalees celebrate our Victory Day by remembering the roles of our fearless freedom fighters. On the other hand, we sadly remember all the sufferings that our people endured during the liberation war. We pay our deep respect to the martyrs who gave their lives for the independence of Bangladesh. Along with celebrating our Victory Day every year, we should make a pledge to work unitedly to build the Sonar Bangla that Bangabandhu dreamed of.



**A1 Match a word in column A with a word in column B that has similar meaning.**

column A	column B
annually	courageous
heroic	freedom
liberation	once a year
surrender	promise
endure	to bear
pledge	to admit defeat and give up

**A2 Answer the following questions.**

- Why do we feel sad on our Victory Day?
- The night of 25 March is often called 'The dark night'. Can you say why?
- Why do you think we celebrate 26 March as our Independence Day ?
- How many months did we fight to achieve victory in our war of independence?

**A3 Choose the answers you think will truly make Bangladesh Bangabandhu's 'Sonar Bangla' (the Golden Bengal).**

- When everyone in our country will have food, shelter and will be able to get treatment in sickness.
- When every child will go to school and have quality education.
- When some people will be very rich and some others will be very poor.
- When only rich children will get good education.
- When no child will have to work for a living.

**B Listen to the dialogue from a CD or as your teacher reads it out and fill in the gaps.**

Teacher : Well students, how do we celebrate our national days?

Shanta : We go to the ..... on .....  
 We go to the Jatiyo  
 Smritisoudho at ..... on  
 ..... and .....



- Teacher : Great! But do you know the English of Jatiyo Smriti Soudho?
- Shanta : Yes, ma'am. It's ..... Mausoleum.
- Teacher : Very good. Have you ever been to our National .....?
- Shanta : Oh yes, I went there last year on the ..... , on 16 December.
- Teacher : What did you do there?
- Shanta : Well, I went there with my ..... and my brother. Many people were there! Everybody went there to pay ..... to the liberation war martyrs. We were in a long queue. We had flowers with us. We ..... wreaths of flowers before the mausoleum. My parents took me to the mass graveyards. They told us about the sacrifice of our people for our ..... I was very ..... to see the mass graves. I prayed for the souls of the martyrs.
- Teacher : Yes, we should never forget their ..... . What else did you see there, Shanta?
- Shanta : I saw all kinds of people there- old and young, men, women, and children, politicians, workers, teachers, diplomats, ..... . All came to pay ..... to the freedom fighters. I saw some .....
- Teacher : Really? Were you excited?
- Shanta : Oh, yes! I shook hands with them and gave them some flowers.
- Teacher : You must have felt very ..... . We all should love and respect them. They are our source of inspirations.

- C Read the words in Column A. They are used in the text above. Match them with their meanings in the Column B.**

Column A	Column B
celebrate	cemetery
wreath	freedom
graveyard	to give up
independence	observe
martyr	garland
sacrifice	encouragement
inspiration	a person who died for a religious or political belief or cause

- D Work in pairs and take an interview of your partner. Use these cues.**

- i) Do you have any experience of a great day?  
.....
- ii) What was it for?  
.....
- iii) Where did you go?  
.....
- iv) Who accompanied you?  
.....
- iv) What did you do?  
.....
- v) Why was it great/special to you?  
.....

- E Use the cues in Section D and write a small paragraph on how your partner celebrated a national day.**

- F Write your own experience about the day. Mention what day you celebrated; what exactly you, your teachers, and your friends did; and what your feelings were on that day.**

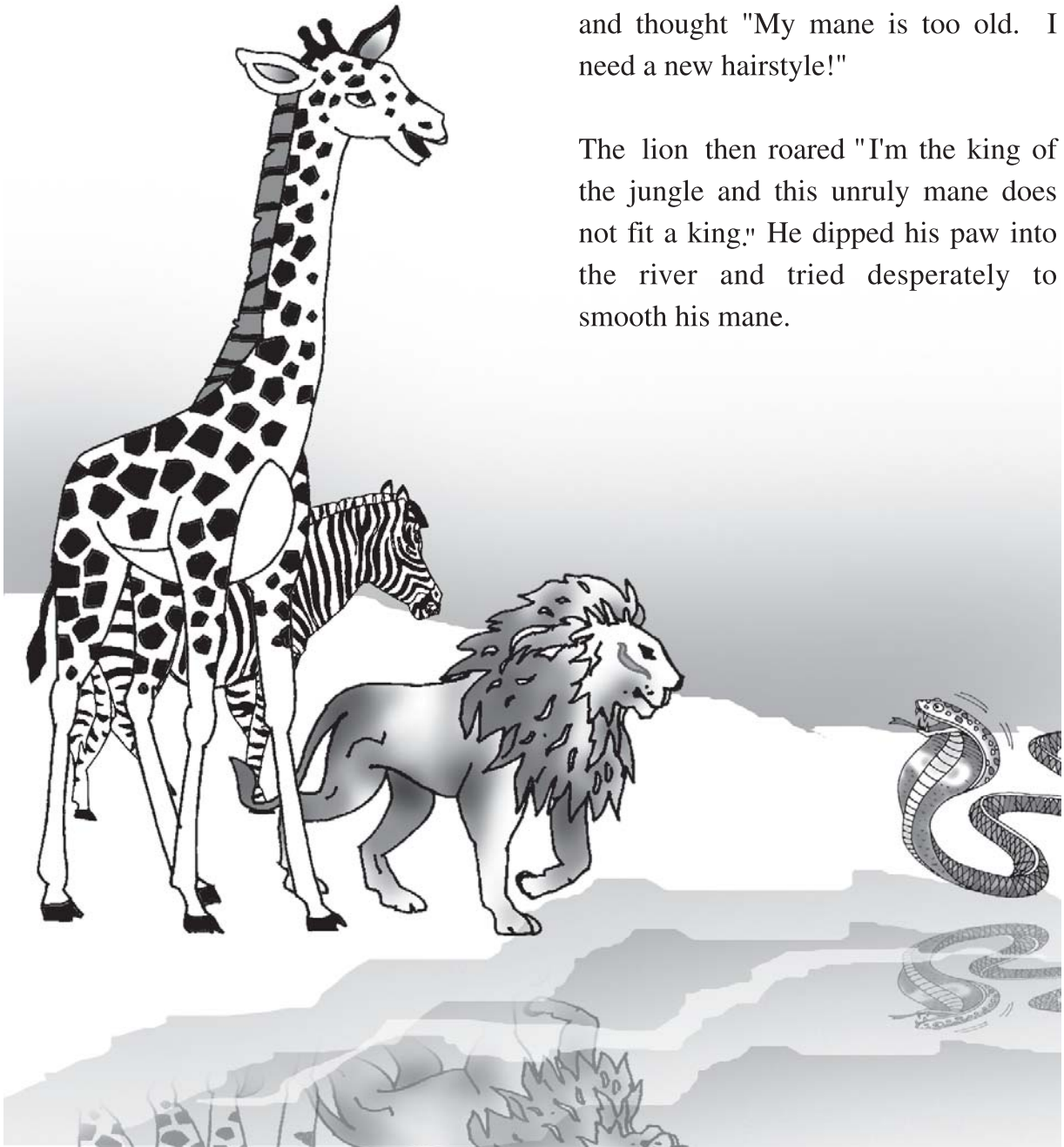
After completing the lesson students will be able to

- read and understand texts
- talk about people, places and familiar objects in short and simple sentences

**A Read the story.**

Once, a lion was sitting beside a river. Suddenly he looked at his own reflection and thought "My mane is too old. I need a new hairstyle!"

The lion then roared "I'm the king of the jungle and this unruly mane does not fit a king." He dipped his paw into the river and tried desperately to smooth his mane.



"Flap it all up. That will suit you!" the zebra said. "Yes, it will even look better with a bit of colour to match your moustache," the giraffe added. "What about a few ribbons?" the vulture asked. Then cried the hyena "I know, a paper crown is what you need!" A snake was passing by silently. Seeing the king there he simply raised his head.

"What do you think I should do, snake?" The king asked.

"If a king is a wise king, nobody cares about his hairstyle," The snake said with a hissing sound.

The king stared at the snake for some time. Then he smiled and kissed the snake.

"Oh, why am I so vain? Am I not the king of the jungle?" roared the lion. He shook his head from side to side to shake his mane back into place. " From now on I promise to be a wise king and not bother about my looks!" the lion roared.

**A1 Match the words in Column A with the meanings given in column B.**

Column A	Column B
mane	a line of hair that some people have on their upper lip
roar	move quickly
unruly	lift or move upwards
flap	a sound like a long 's'
moustache	the long hair on the neck of a horse or a lion
raise	to make a very loud, deep sound
hissing sound	difficult to control or manage

**A2 Answer the following questions .**

1. Why did the lion want to change his hairstyle?
2. What was the giraffe's suggestion?
3. Do you agree with the snake's comment? Why/Why not?

**A3 Every animal has something that makes it different from others. Now match the words in column A with the words in Column B to know the different marks of some animals.**

Column A	Column B
Lion	wool
Elephant	trunk
Zebra	stripes
Sheep	horns
Buffalow	pony tail
Horse	curved tail
Dog	scale
Fish	mane

**B Here is a puzzle for you.**

Can you say which baby is born with a moustache?





## Lesson 16

# An old people's home

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- write short paragraphs

### A Read the text below.

Mariam is a student of class six in a government school in Rajshahi. Her mother works in an office and her father is a businessman. Mariam is very fond of her aunt, her father's sister, Suraiya Begum who lives in another part of the same town. On Fridays she often goes to her aunt's place and spends time with her.



Suraiya Begum is a retired school teacher. She is a widow and lives alone. Her husband died three years ago. Her two daughters are married and live with their families abroad. They talk to her over telephone and come to visit her whenever they get time.

Suraiya Begum has a lot of free time. She spends her time in reading books, watching TV, visiting friends and relatives. Sometimes she writes letters to her old colleagues. But now a days she often gets bored of doing all these things. She wants to do something more meaningful, something that would do good to others. She is planning to establish an old people's home in her locality. She knows some elderly people live all alone. They have no one to take care of them. They often feel helpless and miserable. They need care and support.

As part of her plan, Suraiya Begum started to visit families. She talks to a number of people. She tries to find out the problems of elderly people in their families. She understands that old people are lonely and often they become sick. They have nobody to look after them.

On Fridays, she often takes Mariam with her on these visits. Mariam has already become very friendly with some of the old men and women. They all love Mariam very much. She tells them about her school and friends, her studies, her family. And they often tell her funny stories, fairy tales and ghost stories.

**A1 Read the text carefully again and match the words on the left with the words on the right that have similar meanings.**

bored	woman whose husband has died and who hasn't married again
miserable	a person one works with in a profession
colleague	feeling tired because you don't find interest in something
widow	help
support	very unhappy

**A2 Read the following sentences and say if they are true or false. If false, then give the right answers.**

- Suraiya Begum spends most her time taking care of her family.
- She wants to set up a school for adults who cannot read or write.
- There is already an old people's home in the town.
- Mariam enjoys spending time with her aunt.
- The old people Mariam visits do not like children's presence.

**B Read the following letter.**

Suraiya Begum needs many people's help to make her dream come true. She sits down to write a letter to a friend who was her colleague and who now lives in the next town.



Dear Sharmila,

How are you? I'm writing to share with you a plan that I have. I know some old, physically weak and lonely people in our town. Some of them are quite well-off and some are not. But they all share one common thing that is they live alone and have no one to take care of them in sickness. Sometimes they don't have anybody to talk to.

I have a plan. I want to set up a home for the old people where they would live like a family and we can be a part of that family, too. I need your help because I know that together we can do a lot.

Write to me soon. I'll wait eagerly for your reply.

Your friend,  
Suraiya

**B1 Answer the following questions.**

- a. Who is the writer of the letter?
- b. Who is she writing to? What is the relationship between the two?
- c. Does the writer have any particular reason for writing this letter?
- d. Do you think what Suraiya Begum wants to do is her profession, or is it a community work? Why do you think so?

**B2 Work in groups. Think of some good work that you can do for someone around you. What are they? Now write two or three sentences about what you can do for them.**

Cues: teach, help in doing something, clean, etc.

## Lesson 17

# Boats sail on the rivers

**After completing the lesson students will be able to**

- recognize English sounds
- recognize intonation in sentences
- understand and enjoy stories and poems

**A Listen to, read and then recite the poem.**

### **Boats sail on the rivers**

*- Christina Georgina Rossetti*

Boats sail on the rivers,  
And ships sail on the seas;  
But clouds that sail across the sky  
Are prettier far than these.

There are bridges on the rivers,  
As pretty as you please;  
But the bow that bridges heaven,  
And overtops the trees,  
And builds a road from earth to sky,  
Is prettier far than these.



**A1 What bow is the poet talking about when she says, 'But the bow that bridges heaven'?**

## Lesson 18

## Are you listening?-2

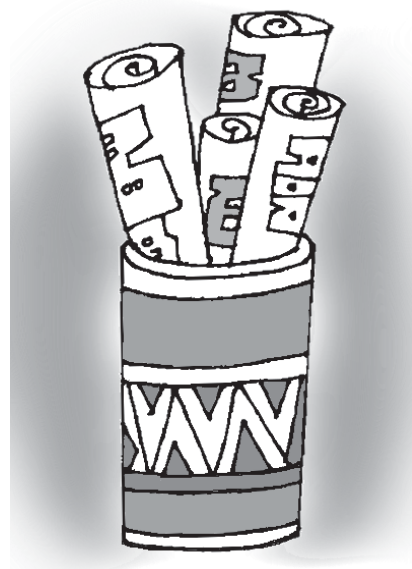
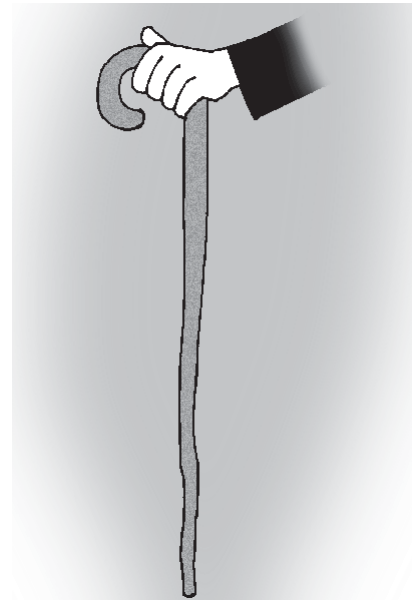
**After completing the lesson students will be able to**

- recognize english sounds
- recognize word stress and stress on words in sentences
- recognize intonation in sentences
- use English sounds appropriately
- use proper intonation in sentences
- read aloud texts with proper pronunciation, stress and intonation,

**A Read the following poem and see how the letter 'e' changes the vowel sound in a word.**

### The Magic E

In my long can  
I have a plan  
For making new word  
Out of old.  
To make can cane  
To make plan plane,  
Add 'e'  
And see new words unfold.  
My magic 'e'  
Is like a key:  
It turns the vowel sound  
Of a word.  
Each time you see  
A final e  
You know a diphthong  
Or, two vowel sounds  
Together  
You are likely to hear.



**A1 Say the following sentences aloud. Notice the sound the magic 'e' gives to the letter 'i'.**

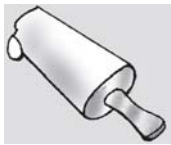
- : Ready? Okay. Look at the camera and smile everybody!
- : Thanks.
- : Can you ride a bike?
- : Yes, I can.
- : Can you play Hide and Seek?
- : Of course! Who cannot!

**A2 Listen to and say some other words having the same vowel sounds as in smile and hide.**



try

cry



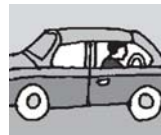
ice-cream

nice



ride

drive



sky

fly



child

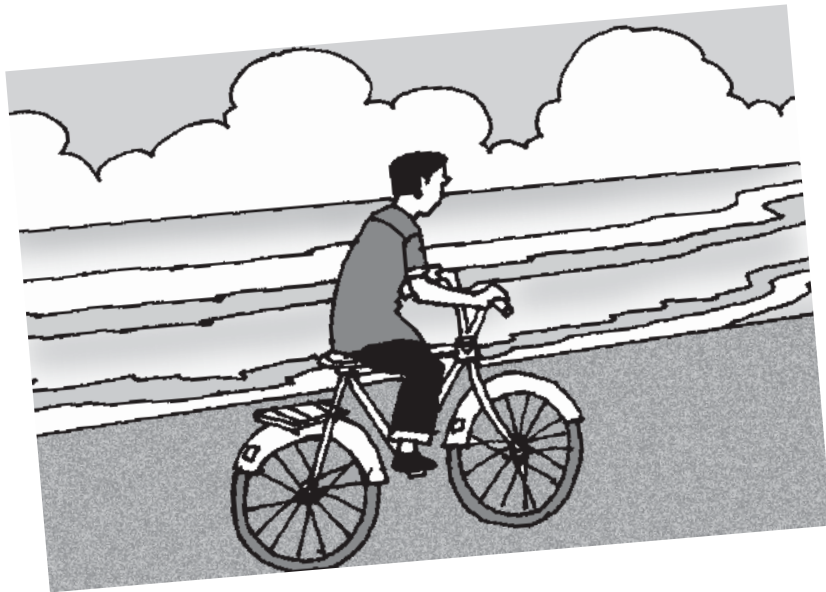
light



- A3** Read the sentences below and choose the right words from the list of words in the box to fill in the blanks.

nine time fine five ride side bicycle night tide rise

Mike is a \_\_\_\_\_ young accountant. He works from \_\_\_\_\_ to \_\_\_\_\_ in a government office. In his free \_\_\_\_\_ he loves to \_\_\_\_\_ his \_\_\_\_\_ along the sea \_\_\_\_\_. He often comes to the sea beach at \_\_\_\_\_. He loves to watch the moon \_\_\_\_\_ in the sky and the \_\_\_\_\_ come in.



- A4** Read the sentences in the passage above loudly. Pay careful attention to the vowel sounds.



## Lesson 19

## Make your snacks

After completing the lesson students will be able to

- read and understand written instructions
- read and understand texts

**A Mrs Nilufar Ahmed is teaching her son Adib how to make easy snacks at home. She is reading a set of instructions from a recipe book. First look at the pictures of the things you will need to make an egg sandwich and match them with their names in the list of ingredients below.**



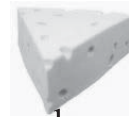
a



b



c



d



e



f



g

### List of ingredients

1. Two pieces of bread
2. Cucumber- 2/3 slices
3. Tomato- 1/2 slices
4. Butter or mayonnaise
5. Egg (boiled/fried)
6. Lettuce
7. One slice of cheese

### How to make

1. First, take two slices of bread.
2. Spread the butter thinly on one side of each slice.
3. Then, put a slice of cheese on the buttered side of the bread.
4. After that, put egg on top of the cheese.
5. Next, arrange slices of cucumber and one tomato on the egg.
6. Later, place the other slice of bread on top.

Your sandwich is ready now.

If you want you can cut the sandwich into two halves and serve.





**Handy Hints**

1. Remember to wash and dry all vegetables before preparing them.
2. Be extra careful when handling sharp knife.
3. You may wish to choose a variety of fillings for example, 4 slices of cucumber, 1 slice of meat such as chicken loaf or meat loaf, mustard and so on.

**A1 Fill in the blanks and complete the instructions for making a sandwich.**

1. First, take two slices of \_\_\_\_\_.
2. Second, spread \_\_\_\_\_ on one side of them.
3. Then, put one slice of \_\_\_\_\_.
4. After that, put \_\_\_\_\_.
5. Later, arrange one slice of \_\_\_\_\_ and \_\_\_\_\_.
6. Finally, place the remaining slice of \_\_\_\_\_ on top of another and serve.

**B Look at the recipe for making an omelette. Complete the recipe using the pictures and the words given in the box. Compare your answers with a partner in pairs.***A recipe: how to make the perfect Omelette*

Use a minimum of  per omelette. Break the eggs

in a small



. Put one



of water and just

a little salt in the bowl. Add slices of



and



.

Beat the mix with a



well. You need a little bit of



.

Put oil in a



. Then



the oil. When the oil

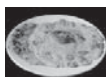
is hot,



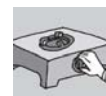
the egg, onion and chilli mix into it. Spread the mix

round the pan. Leave the mix in the pan for 2/3 minutes. As it thickens turn it

in folds with a flat spoon. Your



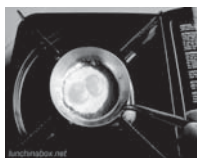
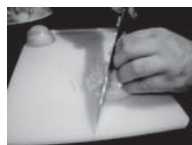
is ready. Take the pan off the



.

omelette	pour	cooking oil	fork	frying pan	heat
spoon	four eggs	onion	stove	pour	chilli

**B1** Notice some of the words that you have used in the omelet recipe above e.g heat, beat, pour etc. We use these words to describe what we do while preparing foods. Look at some more examples of them. Can you match each action word in the box with a picture?



break

beat

boil

chop

fry

pour

stir

slice

**C** Now use some of the verbs above to write a simple recipe for making instant noodles. Use the following clues.

1. First ..... water in a pot.
2. .... pot on a stove and ..... the water for two minutes.
3. .... onions and a green chilli thinly.
4. Then ..... noodles into the water.
5. .... gently with a spoon.
6. .... the packet of spice that come with the noodles.
7. Add the onions and green chilli.
8. Serve the noodles in a dish.

**After completing the lesson students will be able to**

- read aloud texts with proper pronunciation, stress and intonation
- read and understand texts

**A Read the following verse.**

"Stop, Look, and Listen"  
Is a very good rule to use  
Not just before you cross a street,  
But when you look for clues.

**A1 Did you enjoy the poem? Discuss with a partner about what the poet is trying to say here.**

**B Quickly read through the following passage only once. Notice that there are some blank spaces. Now listen to the passage from a CD, or as your teacher reads it out. And as you listen, fill in the blanks with words you hear.**



Last week, for my \_\_\_\_\_, I got a little white-board and a package of colored \_\_\_\_\_. I took it to school and \_\_\_\_\_ to my teacher. I said that if I \_\_\_\_\_ on the little white-board at my desk, I could \_\_\_\_\_ more carefully. My teacher said there are \_\_\_\_\_ ways to improve one's \_\_\_\_\_. But she said it would be all \_\_\_\_\_ to try it out. I had a terrible \_\_\_\_\_ trying to write as \_\_\_\_\_ with chalk as the other children were writing with \_\_\_\_\_. I held the chalk so \_\_\_\_\_, it kept breaking in \_\_\_\_\_. When the lesson was over, I was totally \_\_\_\_\_. My wrist felt numb. I wrote this \_\_\_\_\_ on my whiteboard and left it on my desk. The chalk was too \_\_\_\_\_ and holding it was too \_\_\_\_\_! I'll try to find some easier \_\_\_\_\_ to improve my writing.

## Lesson 21

# Hason Raja: The mystic bard of Bangladesh

**After completing the lesson students will be able to**

- read and understand texts
- ask and answer questions
- read aloud with proper pronunciation, stress and intonation

**A Look at the pictures below. Do you know who they are or anything about them? Can you match the names with the pictures?**

**Read the passage below to find out.**



The above pictures are of the three well-known mystic bards of Bangladesh. They are famous in Bangladesh and in other countries too. They are Lalon Shah, Hason Raja and Shah Abdul Karim.

A bard is one who writes poems and songs. And a mystic is one who tries to search the Truth and become united with God through prayer and meditation. All three bards wrote poems and songs to express their deep thoughts and feelings about God, life and love for man.

**B Today you will read about the mystic poet Hason Raja.**

**Read the following text.**

Hason Raja was born in 1854 in a wealthy landlord's family in Sylhet. He did not receive much formal education. In his youth, he led a life of luxury. He had everything- money, comfort and pleasure. At one time he understood that all these are meaningless. He gave away all of his properties. He started to think deeply about the Creator, about life, death and mankind. Hason Raja wrote a lot of songs, perhaps about a thousand in number. His book called 'Hason Udash' was published in 1906. The book had 206 songs in it. In his songs Hason called himself 'Crazy Hason Raja' or the 'Pagla

Hason Raja'. A volume called 'Hason Raja Samagra' (Complete Works of Hason Raja) was also published. The book contained 500 poems and songs. Some of the songs were written by the poet in Hindi.

Hason Raja's songs were always popular in Sylhet. But very soon they spread all over Bangladesh and beyond. In India's West Bengal, some eminent folk singers made Hason's songs popular. When you grow older, you will learn more about this great mystic poet through reading and listening to his songs.



**Hason Raja**

**B1 Answer the following questions.**

- a. When was Hason Raja born?
- b. Where did he come from?
- c. What was his childhood like?
- d. Why did Hason Raja leave the life of comfort and pleasure?
- e. What was the other name by which Hason Raja was known?

**B2 Practise reading the passage loudly giving proper attention to pronunciation, pause and intonation.**

**B3 Learn the meanings of the words:**

comfort, luxury, pleasure, volume, crazy, contain, beyond, emptiness

## Lesson 22

# Wonders of the world-1

After completing the lesson students will be able to

- follow instructions, commands, requests accordingly
- read and understand texts

### A Look at the pictures. What are they called?



### B Now listen to the CD/audio and fill in the gaps of the following text:

The pyramids are huge ..... for the ancient kings and queens of Egypt. These kings and queens are known as the ..... . It needed a few thousand ..... to build the pyramids. The most famous ..... are the Giza pyramids. Giza is a place near Cairo, the ..... of Egypt. The Pyramids of ..... at Giza is the largest Egyptian pyramid. It is the only one of the ..... still in existence.

### C Read the following text.

The **Taj Mahal** is also known as "the Taj". It is a white marble tomb located in Agra in India. Do you know the story behind the Taj Mahal? The Mughal emperor, Shah Jahan loved his wife Mumtaz Mahal more than his life. Mumtaz died at an early age. Shah Jahan was very shocked at her death. So he built the Taj Mahal as a token of love for his wife. It is the place where Mumtaz is sleeping for ever.

The Taj has an area of about 1003 acres or 405 hectares. The Taj Mahal is the finest example of Mughal architecture. It combines the art of Persia, Turkey, and India. It took 21 years and thousands of artisans and craftsmen to complete the Taj Mahal. The Taj is universally admired as one of the wonders of the world.



**C1 Now make questions using the cues given below.**

1. What is.....?
2. Where is.....?
3. How .....Shah Jahan.....?
4. Who.....?
5. When..... Mumtaz.....?
6. Why ..... Shah Jahan.....?
7. How many.....?

**C2 Complete the following table with the information given in the passage.**

Shah Jahan	built	
Taj Mahal	is	
its area	is	
Mumtaz	died	
To complete the Taj	it took	

**D Read the text about one of the wonders of the world, the Eiffel Tower. Put the verbs in brackets into the correct tense.**

The **Eiffel Tower** is a lattice tower in Paris. It ..... (be) built in 1889. Now it ..... (symbolise) the cultural icon of France. It stands as one of the most recognisable structures in the world too. The tower ..... (be) famous as the tallest construction in Paris and the most-visited paid monument in the world. Millions of people ..... (ascend) it every year. It is 320 metres (1,050 ft) tall, about the same height as an 81-story building. The tower ..... (have) three levels for visitors. A visitor .....(have) to walk over 300 steps to go from ground level to the first level. The distance .....(remain) the same between the first and the second level. The third and highest level can be ..... (access) only by lift. The tower is ..... (name) after the engineer Gustave Eiffel, whose company ..... (design) and ..... (build) the tower.

**E Now read the dialogue. What is it about?**

- Mong Pru : Nira, I'm really surprised to know about these wonders. What do you think?
- Nira : They are amazing! But the wonders of the present time are also amazing. They are not as huge as the super structures of the past but they are also incredible!
- Mong Pru : What do you mean?
- Nira : Just wait for now! Let me only say that some of the wonders of the modern world are truly incredible! I mean, they are really unbelievable! We'll read about them in the next lesson.

**After completing the lesson students will be able to**

- read and understand texts
- write short paragraphs

**A Nira and Mong Pru are excited! They are waiting eagerly for their teacher to come and start the lesson. They are going to read about the wonders of the modern world. Read the text below.**

People often speak about the wonders of the past. Mostly they were huge buildings and constructions. They are awesome and fabulous, no doubt. But the wonders of the present world are also unbelievable. Read about the following recent inventions.

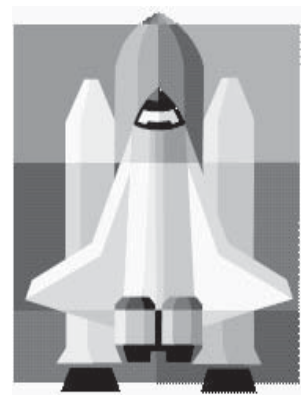
### **Computers**

The invention of the computer is very important in human life. It has changed the life style of people in the world. We use it in every sphere of our life. We can use it for studies, communication, watching movies, listening to music, playing games, etc. In a moment we can set information from any part of the world on the computer. people do not feel lonely as they can send emails to their friends and relatives. Some of their friends and relatives also live in far off countries. Even they can talk to them face to face on the skype. With computer a person can always keep himself updated. Everybody should learn to use the computer. In fact the computer has made people's work easier and faster. At present it has become a part of our daily life.



### **Space travel**

Not hundred years before human beings used to think - Had I the wings of a bird! ... Dream came true when the Wright brothers flew with the first aeroplane. Now people travel faster than a bird. They not only travel from one continent to another continent, they travel from one planet to another planet. That human beings have set footsteps on the moon is now an old story. Spacecrafts have won the Mars. Every now and then spacecrafts are going to see the conditions of other





planets. As a result, people are planning to be inter-space citizens in the coming days. A day will come when people will live in the moon, take education from the Jupiter and spend vacation in another space thousand light years away!

### Mobile phones

Mobile phone is another useful invention of the world. Like computers mobile phones help us greatly in our daily life. Through mobiles we can connect the whole world. Only a few years ago we had difficulty to contact our near and dear ones. That was very costly too. Mobile phones are very handy and we can use them for communication with people at a very low cost. Mobile phones have different functions such as making calls, listening to music, taking photographs, storing information, etc. Even it can be used for distance learning.



**A1 Read the words in Column A and match them with the meanings in Column B.**

Column A	Column B
loney	influence
sphere	a vehicle that travels in space
impact	surprise
wonder	isolation
spacecraft	area

**A2 Read the words in Column A and match the opposite meanings given in Column B.**

Column A	Column B
unbelievable	simple
awesome	backdated
fabulous	ordinary
tremendous	believable
updated	tiny

**B Now read the following dialogue and fill in the gaps with the words from the list of words in the earlier exercises.**

- Nira : Have you finished reading, Mong Pru? What do you think?
- Mong Pru : Thank you, Nira. I must say they are really .....
- Nira : Mong Pru, you see, most of the time we have .....to mobile phones or computers. But perhaps we often do not feel the ..... of these .....
- Mong Pru : You are right. By the way, do you have a computer?
- Nira : Sometimes I use my parents' laptop. I play games, or watch movies or ..... the internet. I must say it is a good way to avoid .....
- Mong Pru : So do you agree that it is not a .....?
- Nira : Oh, no! It's not a luxury at all! Anyway, what's your opinion about mobile phones and spacecraft?
- Mong Pru : Well, I always ..... how this tiny device works without any cable and do so many things! It's a ..... surprise for us, isn't it?
- Nira : No doubt about it! And spacecraft?
- Mong Pru : After reading the article we must say that It's .....!

**C What innovation around you surprises you the most? Write a small paragraph stating what it is, how it benefits you, and why you are surprised.**

**After completing the lesson students will be able to**

- read and understand the texts
- understand and enjoy stories and poems

**A Read the introduction first and then the story below.**

Many hundreds of years ago, Aesop, a Greek slave, became famous for the fables he told. After so many years, people all over the world still enjoy reading them today as much as the Greeks enjoyed listening to them long, long ago.



Long ago and far away, there was an old farmer who had seven sons. One day, the old farmer was lying on his bed and he thought that he would not live much longer. He called his sons before him. He told a servant to bring in a bundle of seven sticks tied together. He handed the bundle to his oldest son and said to him, "Son, now break the bundle."

The son tried with all his might, but he could not break the bundle. One by one, the other brothers tried. None of them was strong enough.

The father smiled, "Now, my sons, untie the bundle. Each of you, take a stick and try to break it." This time they had no difficulty breaking the sticks. In a few moments all the sticks were broken.

The old man looked at his sons affectionately and said, "Remember, in unity there is strength."

**A1 What do you think is the main idea or the moral of the story? Discuss in groups.**

**A2 Write a few simple sentences to explain what you mean by 'In unity there is strength.'**

**Language Focus:**

Notice the word '**untie**'. The base word here is '**tie**'.

**Tie** means to bind or to hold two or more things together using string, rope, etc.

**Untie** means to undo something that is tied so that they are not held together any more.

Notice that we add **un** before a word to mean not or the opposite of that word. We use **un** with some words while we use **im-**, or **in-**, or **dis-** with some other words to mean '**not**' or the '**opposite of**'.

**A3 Read the sentences below. The base word is underlined in the first sentence of each group of sentences. Add un- , dis-, im-, or in- to each base word to make a new word. Now fill in each blank in every second sentence with a suitable new word.**

- a. Maher folded the handkerchief carefully and gave it to me.  
When I \_\_\_\_\_ the handkerchief, there was a coin in it.
- b. "Do you like my poster, Robin?" asked Maher.  
"No, I \_\_\_\_\_ too much of black and red together," said Robin.
- c. "Teacher, is my answer correct?"  
"No, dear. It's \_\_\_\_\_. Try again."
- d. "Is it possible to change this dress? I bought it last week but I don't like the colour now," said Mila.  
"It is \_\_\_\_\_, ma'am. You've already worn it," replied the salesperson.

**A4 The story below is about a wood cutter. Complete the story**

Once upon a time there was a farmer living in a village near a forest. He was very poor. He had only an axe. One day he went to a deep forest beside a river for cutting wood. Suddenly his axe fell into the river. Then he.....

**After completing the lesson students will be able to**

- read and understand the texts
- follow instructions, commands, requests and act accordingly
- understand and enjoy stories and poems

**A Look at the pictures and discuss with your partner what you see in them.**



**B Sohan's uncle works in the army. At present he is in Congo in a UN Peacekeeping Mission. Read his letter and do the following activity.**

Dear Sohan,

I got your letter two days ago. But I was very busy here. So I'm late to reply.

Congo is a central African country. There is violence among political groups. So our life here is very challenging. We maintain peace and security. We distribute food, water, medicine to people. We sometimes build houses for them. We also teach children in small schools.

Last week I met an interesting young man here. His name is Gurmit Singh. He was born in India. In his early childhood, he left for Singapore with his parents and went to a Singaporean school. After a few years, he moved to Denmark and completed his school education there. For graduation, he went to the US and got a university degree. Then he left for the UK and completed his Master degree there.

Gurmit came to Congo to work for a voluntary organisation. His main job is to look after children's education in a community school. He belongs to a group of ten workers. They all came from different countries.

He is a nice fellow and a good friend of ours. We call him 'Mr Global Citizen'. I'm writing below the conversation I had with him the other day.

"You've been to so many countries! How do you feel about that?"

"It's nice to work with different people. I've come to know them...their language, culture, family, mind. I sometimes think I belong to all."

"Well, Gurmit you're a true global citizen."

"Aren't you too, Zul?" smiled Gurmit Singh. 'We all are the same human race, eh."

Well, that's all for today. Hope your exam is over by now. So write to me soon about what you think of Gurmit.

With love,

Uncle 'Zul'

**B1 Now match the words in column A with their meaning in column B.**

A	B
challenging	keep up
maintain	international
graduation	difficult
clash	university degree
global	fight

**B2 Read silently the text in B again. Then ask and answer the following questions.**

- 1 Where is Congo?
- 2 Who call Gurmit Singh 'Mr Global Citizen'? Why?
- 3 What do you mean by 'global citizen'?

**B3 Make a list of 5 questions you would like to ask Gurmit if you met him.**

**C Listen to the CD/audio and fill in the following gaps.**

The term 'global village' was ..... used by Marshal McLuhan. In 1962 and ..... he wrote two books on media and communication. In his books he said that telephone, TV and electronic media have brought all mankind close to one another. For example, if we see the news of floods in a distant country on TV, we feel that we are also ..... there. We can see what is happening at the same moment. We can share the same suffering with the people who are in the real ..... at the moment. McLuhan believed that electronic ..... would make the world a global village. When he first said about the idea of global village, the Internet was not invented. But now, personal computers and the Internet have made McLuhan's idea more ..... than ever. Now the entire globe is ..... in a world-wide web called 'The Internet'.

**After completing the lesson students will be able to**

- ask and answer questions
- read and understand texts
- participate in short dialogues and conversations on familiar topics

**A Look at the pictures and the words in the following box. Discuss and say which words are related with the pictures.**



wage earner, skilled worker, economy, job, tourists, pleasure, abroad, foreign

**B Work in pairs. Ask and answer the question first. Then read the following text to match your answers.**

- Why is there demand for Bangladeshi workers?
- Do you know what countries they work in?
- Can you guess why don't they earn much money?

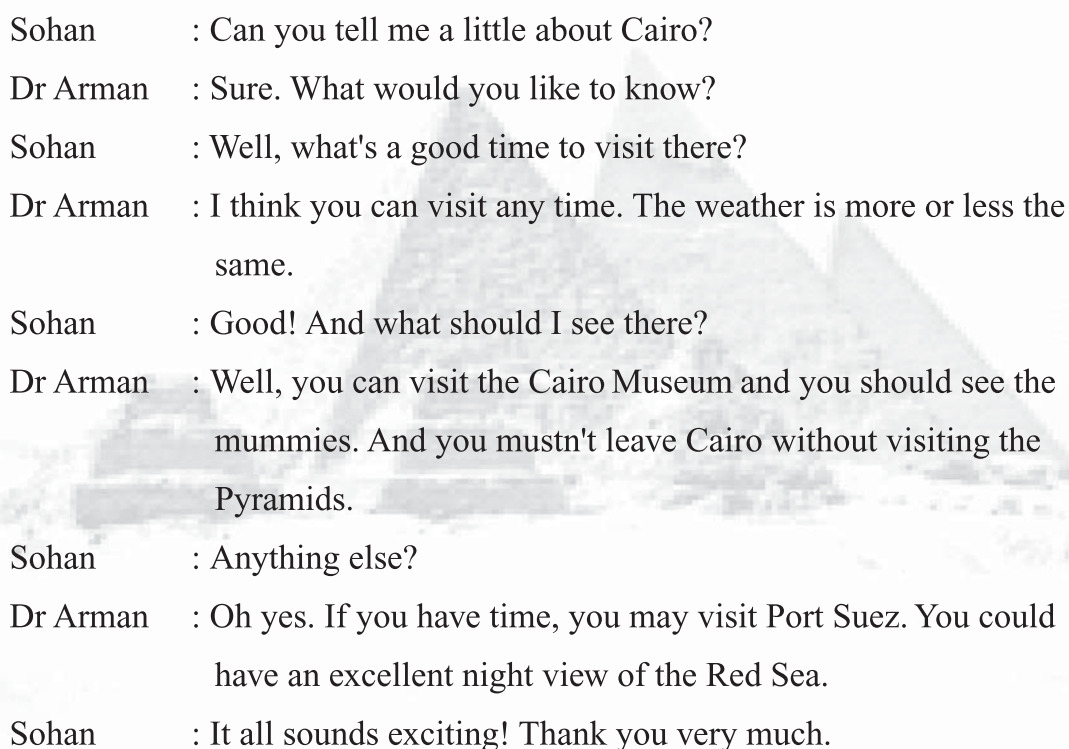
A huge number of Bangladeshis go abroad for jobs. There is always a high demand of workers in some foreign countries like UAE, Oman, Saudi Arabia, Qatar, Bahrain, etc. They like Bangladeshi workers because they are hard working. But this is a matter of regret that our workers are doing odd jobs. As a result they are not paid much. This is because our workers are not good at English, Arabic, or other languages. So we should develop language skills of our workers for the countries they go for work. If they can develop their language skills, they can get good jobs and send more money to our country. Thus the wage earners of our country can help develop our economy.



**B1 Complete column B of the following table with the information from the text above.**

Column A	Column B
Number of workers go abroad for job	
Skills required for good job abroad	
Countries preferring Bangladeshi workers	
Wage earners of our country can	

**C Sohan had a conversation with a Bangladeshi doctor, Mr Arman who works in a hospital in Cairo, Egypt. Read and practise the dialogue in pairs.**



Sohan : Can you tell me a little about Cairo?

Dr Arman : Sure. What would you like to know?

Sohan : Well, what's a good time to visit there?

Dr Arman : I think you can visit any time. The weather is more or less the same.

Sohan : Good! And what should I see there?

Dr Arman : Well, you can visit the Cairo Museum and you should see the mummies. And you mustn't leave Cairo without visiting the Pyramids.

Sohan : Anything else?

Dr Arman : Oh yes. If you have time, you may visit Port Suez. You could have an excellent night view of the Red Sea.

Sohan : It all sounds exciting! Thank you very much.



**Language Focus**

Modal verbs can/can't, could/couldn't, may, should, must/mustn't:	
Can you tell me something about Cairo?	Yes, I can. /No, I can't.
What else could I see there?	You could enjoy the night view of Port Suez. But you couldn't go across the Red Sea without valid visa.
What can I have for dinner?	You can have traditional Egyptian dishes or Continental European, as you wish.
What should I see in Cairo museum?	You should see the mummies. But you mustn't leave Egypt without visiting the Pyramids.

**D Complete the sentences about what a tourist can do and see in Dhaka. Use the verbs from the box.**

**can see, may spend, can go, could(even) taste, shouldn't miss, should visit, should go for, mustn't drink, may try**



- E**
- 1 You ..... to Sonargaon.
  - 2 You..... the capital of ancient Bengal there.
  - 3 You..... the Lalbagh Fort in the old part of Dhaka.
  - 4 You..... a couple of hours at the Baldha Garden.
  - 5 You..... the Ahsan Manzil too.
  - 6 You..... a boat ride on the Buriganga river.
  - 7 You..... the taste of *Mughlai Khana* once you're in Dhaka.
  - 8 You..... a Tom Tom ride from Sadarghat to Gulistan.
  - 9 You..... Chatpati or *Fuchka* on the foot path.
  - 10 But you ..... tap water in a restaurant.

**F** **Read the dialogue in E again. Suppose Gurmit Singh wants to visit Dhaka. He wants some information from you, such as, when to visit, what to see, where to eat, what to do in Dhaka, etc. Complete the following dialogue taking your cue from D and E.**

Gurmit : Can you tell me a little about Dhaka?

You : Sure. What ..... to know?

Gurmit : Well, what's .....?

You : I think you can visit in winter. The weather is ..... .

Gurmit : Good! And what ..... there?

You : Well, you can visit Sonargaon Folk Art Museum and you.....  
the handicrafts. But you .....Dhaka without visiting the  
Lalbagh Fort.

Gurmit : .....?

You : Oh yes. If you have time, you .....Ahsan Manjil.  
You ..... have an excellent experience of the Mughal and the  
British architecture by visiting it.

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- participate in short dialogues and conversations on familiar topics

**A** It's Friday evening. Mr. Farhad is playing a song on his DVD player in his study. Her daughter Fahmida comes in. On the TV screen, a tall, bearded man with long hair is playing a guitar and singing a song, "Bangladesh, Bangladesh..." Fahmida is thrilled to hear the word 'Bangladesh' from a singer who looks like foreigner. She has the following conversation with her father about the song and the singer.

Fahmida : Father, who is this singer? He is not a Bangladeshi, is he?

Mr. Farhad : You are right! He is not. He is a famous singer from England. His name is George Harrison.

Fahmida : George Harrison! Why did he sing the song on Bangladesh?

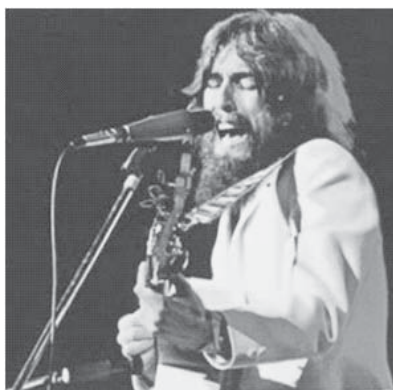
Mr. Farhad : That's a huge story. Harrison was not only a famous singer but also a great humanist. He helped us during our Liberation War of 1971.

Fahmida : Did he come to Bangladesh to take part in the Liberation War?

Mr. Farhad : No, my child, he didn't come to Bangladesh, but he fought for our cause by organising the historic *Concert for Bangladesh*.

Fahmida : *Concert for Bangladesh!* Please, father. Tell me more about it.

Mr. Farhad : Well, the *Concert for Bangladesh* was held on the 1st August, 1971 at the Madison Square Garden, New York. George Harrison and some other famous musicians performed in that live concert in front of a audience of about forty thousand people. It was organised to make the world aware of the sufferings of Bangladesh during our liberation war.



- Fahmida : Wasn't that great!
- Mr. Farhad : Yes, it was great! The concert won huge support for the millions of war victims of Bangladesh. At the same time it raised millions of dollars for UNICEF relief fund.
- Fahmida : I'm really glad that you tell me all this, Father. I think we should be grateful to George Harrison and his friends who organised the Concert for Bangladesh.
- Mr. Farhad : You are right, dear! We should remember those great friends who helped us in our days of struggle and suffering.

**A1 In pairs, discuss if the following statements are True or False. If false, correct the statement.**

- George Harrison was from the United States.
- In 1971, George Harrison visited Bangladesh to take part in the liberation war.
- A huge audience attended the concert for Bangladesh.
- George Harrison was the only well-known musician to take part in the Concert for Bangladesh.
- The people of the world became aware of the crisis in Bangladesh following the Concert for Bangladesh.

**B Read the lyrics of the song aloud. Here are some parts of the song 'Bangladesh'.**

**Bangladesh**

My friend came to me, with sadness in his eyes  
 He told me that he wanted help  
 Before his country dies

Although I couldn't feel the pain, I knew I had to try  
 Now I'm asking all of you  
 To help us save some lives

Bangladesh, Bangladesh  
 Where so many people are dying fast  
 And it sure looks like a mess  
 I've never seen such distress

Now won't you lend your hand and understand  
 Relieve the people of Bangladesh

Bangladesh, Bangladesh  
Such a great disaster - I don't understand  
But it sure looks like a mess  
I've never known such distress  
Now please don't turn away, I want to hear you say  
Relieve the people of Bangladesh  
Relieve Bangladesh

**B1 Now complete the summary of the first three stanzas of the song "Bangladesh" with suitable words from the box below the passage.**

My friend came to me with sad eyes and requested me to help his country before it died. Though I could not feel the pain, but I think I should try to help. I also appeal to you all to (1) \_\_\_\_\_ us to save the lives of those people. So many people are dying (2) \_\_\_\_\_ in this country called Bangladesh. The country is facing (3) \_\_\_\_\_ and I have never seen such sufferings. Now, won't you (4) \_\_\_\_\_ beside the people of Bangladesh and (5) \_\_\_\_\_ forward to reduce their sufferings?

support	stand	quickly	come	problems
---------	-------	---------	------	----------

**B2 Do you know of any Bangla song that inspired the people of Bangladesh during the war of liberation in 1971? Discuss in groups and write down the first line or a few lines of the song in Bangla.**

- a) What is the first line of the song?
- b) What is the song about?
- c) Who is the singer of the song?
- d) Where did you hear the song first?
- e) How do you feel when you listen to this song?

## Lesson

28

## Buying clothes

After completing the lesson students will be able to

- ask and answer questions
- read and understand texts

### A Match the words with the pictures of clothes.



1



2



3



4



5



6



7



8



9



10



11



12

trousers	jacket	saree	panjabi	shorts	blouse/top	polo
shirt	frock/dress	jeans	T-shirt	salwar-kameez	shoes	

### B In pairs, discuss the following questions about you.

1. Have you ever been to a clothes shop?
2. If no, then who buys your clothes?
3. If yes, then who did you go with to the clothes shop?
4. Which new clothes would you like to buy right now?
5. What is your favourite colour?

**C Mrs Urmila Karim is going to buy some clothes for her son Imran. They are now at a clothes shop. Read the conversation between Imran and the shop assistant.**

- Imran : Excuse me, where are the polo shirts?  
Assistant : They're over there in the boy's section. Let me show you.  
Imran : Thanks. Do you have one without a chain?  
Assistant : Yes, quite a few, sir. What size do you wear?  
Imran : May be a medium?  
Assistant : Here you are! This one is in medium size.  
Imran : A medium! But it's too big!  
Assistant : How about this? This is small.  
Imran : Yeah, I think this size is OK. Do you have it in a different colour?  
Assistant : What colour would you like?  
Imran : Blue, I guess.  
Assistant : Just a moment please, I'll check. How about this one? It's a nice sky blue.  
Imran : Yes, this is a nice colour. Can I try this on?  
Assistant : Sure! The trial room is at the back.  
Imran : Thank you. It's just perfect! How much is it?  
Assistant : It's Taka three hundred. This shirt is on sale this week.  
Imran : Mom, can I buy this one?  
Mom : Sure, dear! Shall we go and pay at the cash counter?  
Salesman : Yes, Ma'am. Would you follow me, please?

**C1 Complete the sentences using the words from the conversation in B.**

1. Imran does not like polo shirts with a .....
2. A ..... size shirt fits Imran perfectly.
3. The shirt that Imran chose finally is ..... in colour.
4. He wants to ..... the polo shirt on before buying it.
5. The polo shirt that Imran likes is on ..... this week.



**C2 Look at the useful expressions that Imran uses at the shop. Use the words below each incomplete sentence to make a complete sentence.**

1. Excuse me, where are the ..... ?  
polo shirts/trousers/socks/shoes
2. Do you have the kinds without ..... ?  
buttons/lace/hooks
3. Do you have these in a different ..... ?  
colour/size/design
4. How much is/are..... ?  
this/these/the shirt/these socks/the trousers, etc.

**D Read the conversations between Mrs Urmila Karim and Imran. Which clothes do they choose? Tick the correct picture for each conversation.**

**Dialogue 1**



a



b



c

Mrs Karim : Look at these jeans.

Imran : No, mom. That is too narrow. I want some baggy ones.

Mrs. Karim : Flat, you mean?

Imran : No, not flat. Just baggy, you know, loose fitting with pockets on the sides.

**Dialogue 2**



a



b



c



- Mrs. Karim : I need some shoes.  
Imran : How about these?  
Mrs. Karim : No, the heels are too high.  
Imran : Do you want flat shoes then?  
Mrs. Karim : No not flat, something in between.  
A bit of heel but not too high.

### Dialogue 3



a



b



c

- Mrs. Karim : What about this T- shirt, Imran??  
Imran : No, mom. I don't like the cartoon on the front.  
Mrs. Urmila : Well, what about that one, with writings on the chest?  
Imran : No, I don't really like that either. I want something completely plain, like this one, no writings, just plain.

### Dialogue 4



a



b



c

- Imran : I need to buy a shirt, too.
- Mrs. Karim : Look, this shirt has nice prints!
- Imran : Mom, this print goes better with girls! I want something more formal.
- Mrs. Karim : Then what about this one with stripes?
- Imran : No, it's too boring. Look at this shirt with checks. This looks nice.
- Mrs. Karim : Yes, that's much better. Well, take it then.

**D1 Practise the dialogues with a partner.**

**E Fill the blanks in the following sentences with words from the box below.**

try	wearing	flat	match	suit
size	cheaper	shorts	fit	

- I have gained so much weight. My clothes do not ..... me any more.
- I never wear red. It does not ..... me.
- You have got a nice blue top. You just need a pair of sky jeans to ..... it.
- A: I'd like to ..... this dress on, please.  
B: Sure, the trial room is over there.
- I like this jacket but it's too small. Have you got it in a bigger ..... ?
- What are you ..... to the function tonight?
- These heels are too high. I am looking for some ..... shoes.
- I like that dress, but it's too expensive. I want something like that but .....
- I think I need a pair of ..... for my trip to Cox'sbazar. They are always good for going to the beach.

## Lesson 29

## Andre

After completing the lesson students will be able to

- read aloud texts with proper pronunciation, stress and intonation
- read and understand written instructions
- understand and enjoy stories and poems

### A Read the following poem.

#### Andre

- Gwendolyn Brooks

I had a dream last time. I dreamed  
I had to pick a Mother out.  
I had to choose a Father too.  
At first, I wondered what to do,  
There were so many there, it seemed,  
Short and tall and thin and stout.

But just before I sprang awake,  
I knew what parents I would take.  
And this surprised and made me glad;  
They were the ones I was always had.



### A1 Underline all the verbs in the above poem. Now write down the present tense form of the verbs used in the past tense and the past tense form of those in the present tense.

Example :	Present tense	Past tense
	have	had
	choose	_____

### A2 Why do you think the poet underlined the word this in the last stanza?

### A3 Read the poem aloud with proper pronunciation, stress and intonation.

After completing the lesson students will be able to

- recognize English sounds
- recognize word and stress on words in sentences
- read aloud with proper pronunciation, stress and intonation

**A Listen to and say the following words. Notice how the letter 'O' is pronounced in words in List 1 and List 2**

**List 1**

hop  
rob  
not  
rod

**List 2**

hope  
robe  
note  
rode

**A1 Listen to and practise saying some more words with the two vowel sounds together (diphthong) as in the word 'hope' or 'note'.**



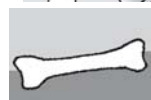
bowl

boat



coke

coat



bone

phone



throw

snow



old

gold



window

closed



**A2 Read the following passage. Choose a word from the list of words below to fill in each of the blanks in the sentences.**

phone	bowl	hope	home	stove	close	coke	note
-------	------	------	------	-------	-------	------	------

I was waiting for my friend Shila. But since she was late, I thought I would just go to the bookstore and get some stationery from there. But before leaving \_\_\_\_\_, I left the following \_\_\_\_\_ next to the \_\_\_\_\_.

Sorry, I'm going out. Won't take long.  
I've left two cans of \_\_\_\_\_ and a \_\_\_\_\_  
of fruits on the table.  
There is a box of biscuits near the bed.  
Don't forget to \_\_\_\_\_ the lid of the box tightly.  
If you want tea, the kettle is on the \_\_\_\_\_.  
\_\_\_\_\_ to be back in half an hour.

**A3 Read the note for Shila loudly with proper pronunciation, stress and intonation.**

**After completing the lesson students will be able to**

- read and understand written instructions
- read and understand texts

**A Read the passage below.**

Hena and her twin sister Bina both read in class six. They are having the half-yearly examination at school. Today they are going to take the English test. Their teacher Ms. Shima Chowdhury enters the classroom. Before the test starts, she gives some instructions to the class.

**A1 Read the following sentences and write down the instructions that she is likely to give in each situation. You may use 'Do not' or 'cannot' if necessary.**

write down      talk      put away      read      copy      start      go      be quiet

One is done for you.

- a. Teacher comes into the class and finds the students making a lot of noise.

Answer : Be quiet, please! Do not make any noise.

- b. Teacher sees books and papers on students' desks. She tells them,  
\_\_\_\_\_ all books and papers from your desks.
- c. She gives scripts to the students and says, \_\_\_\_\_ your name, class, section, roll number, subject and date.
- d. She gives the question papers and tells them, \_\_\_\_\_ the questions carefully.
- e. \_\_\_\_\_ from someone else's script.
- f. \_\_\_\_\_ with others.
- g. You \_\_\_\_\_ out before one hour is over.
- h. \_\_\_\_\_ writing.

**B Look at the following signs.**

1



2



3



4



5

**B1 Fill in the blanks in the following sentences to complete the instructions for the above signs. Use the words in the box. Add 'Do not' if necessary.**

use	walk	pay	throw	drive	blow
-----	------	-----	-------	-------	------

- i. Hospital ahead! \_\_\_\_\_ horns.
- ii. \_\_\_\_\_ on the grass.
- iii. \_\_\_\_\_ litter in public places. \_\_\_\_\_ the waste bin.
- iv. \_\_\_\_\_ for your goods at the cash counter.
- v. \_\_\_\_\_ carefully. Children's playground ahead!

**After completing the lesson students will be able to**

- read and understand texts
- read and understand written instructions
- write questions and answers
- write short paragraphs

**A Read the following dialogue.**

Bahar, Azim, Joseph and Shujan are class-mates. They are planning a vacation.

Bahar : We have a week's vacation next week.  
What should we do?

Azim : Let's go somewhere we haven't been before.

Joseph : Right! I saw an ad for an interesting place.  
Hmm... well, here it is!

Bahar : Let me see! Ah! A two day trip to Kuakata!  
That sounds interesting! Look at the picture of  
the sea- beach and the sun rise! It looks fantastic!

Azim : Well, I've always wanted to climb a mountain.  
Why don't we go to the Chimbuk Mountains  
in Bandarban?

Shujan : I've an idea! How about going to the Sunderbans?  
We can see some wild animals and can also  
take pictures of the forests and the sea.

Bahar : Well... well... calm down everybody!  
We can't go to all the places and do all  
the things at a time, right?

Joseph : Yeah. Let's think about all the options and then decide.

**A1 Make a list of the places the friends wanted to go to.  
Why did they want to go to these places?**

**A2 Think of a place you would like to go to. Now write down a few sentences  
about where you want to go, why you want to go there, who you want to go  
with.**



**Language Focus**

For suggestions, we often use these expressions:

What should we do?

Why don't we .....?

How about..... ?

Let's ....., etc.

**A3 Write short dialogues for the following situations. Use the expressions in the Language Focus.**

- a. You and your friends want to do a class project. Discuss and decide what you want to do.

**clues:** *poster drawing wall magazine drama, etc.*

- b. You and your friends want to buy a gift for your teacher on his/her birthday.

After completing the lesson students will be able to

- read and understand texts
- write short paragraphs

**A Look at the pictures.**



**A1 Discuss in groups what you see in the pictures.**

**A2 Read the following passage.**

Sometimes it rains so heavily that floods occur. Because of heavy rainfall, river water bursts out of its banks and floods vast areas of land, towns and villages.

**A3 Write down a few sentences about how people suffer if there is too much water.**

**B Read the following passage.**

Sometimes we really are short of water. This can happen if there is no rainfall for a long period of time. Sometimes rivers dry up, or the water level underground may sink very low. If there is too little water, that causes a lot of suffering to the people.

**B1 Look at the pictures below and discuss what you see.****B2 Look at the pictures above and talk about how people suffer if there is too little water.**

## Lesson 34

# An invitation for Robin

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- write short paragraphs
- write simple informal letters

### A Read the following passage and the letter.

Robin read the letter over and over. He was very excited. It came from his aunt Amina. Aunt Amina and her family live in the countryside forty miles away from Dhaka. Robin ran to his mother and said, "Mom, listen to this letter." He then read it to her.

Dear Robin,

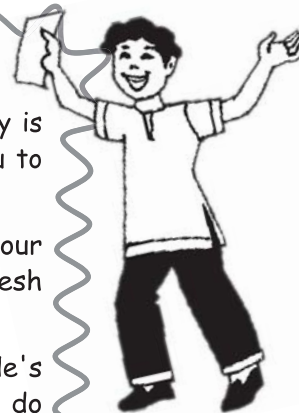
We are happy to know that your summer holiday is starting from the next week. We would like you to come and stay with us for a few days.

We know you'll like the country. We have four ducks, six chickens, and a cow that gives fresh milk every day.

Your cousin Maher is just about your age. He's very excited and is making a lot of plans to do together.

Let us know when you will arrive. We have already talked to your parents. Tell them not to worry. We'll be at the bus station to receive you.

Your Aunt Amina and  
Uncle Karim



### Language Focus

For requests and invitations we often use the following expressions.  
'Would like you to' to mean, 'Would you please' or just 'Please do'  
'Let us know' to mean, 'inform us', or simply 'tell us'

### A1 Read the letter again and then answer the following questions.

- a. Why was Robin excited?
- b. How would he go to the country?

**A2 Write a few sentences of your own with the following expressions:**

a. I would like you to \_\_\_\_\_

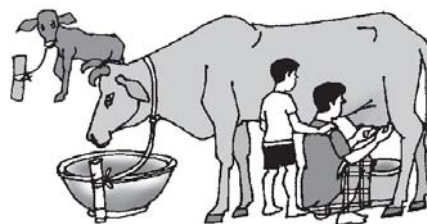
b. Would you please \_\_\_\_\_

**A3 Write a similar invitation letter to a friend. Tell him /her about some of the things you plan to do together.**

**B A few days after Robin came back home from his aunt's house, he wrote the following letter to his Aunt Amina. Read the letter.**

My dear Aunt,

I really enjoyed my stay with you in the country. For a city boy, it was a whole new world to see. I was so proud when I first milked your cow 'Dulari'. Uncle and you have taught me things that I didn't know before. And please tell Maher that I already miss him. I hope you'll invite me to stay with you again next summer.



Thanks again for inviting me.

Robin

**B1 What do you think is the main idea of the letter? Choose the best answer:**

- a. To ask his aunt to invite him again.
- b. To thank his aunt for inviting him.
- c. To tell his aunt that he learned many things in the country.

**B2 Discuss in groups what is meant by the following expressions:**

a city boy, a whole new world, miss someone



After completing the lesson students will be able to

- read and understand texts
- use punctuation marks e.g. comma, full stop, question mark, exclamation mark, quotation marks in sentences.
- understand and enjoy stories and poems

A Read the story below.

### The Garden

*Arnold Lobel*

Frog was in his garden. Toad came walking by.

"What a fine garden you have, Frog," he said.

"Yes," said Frog. It is very nice, but it was hard work."

"I wish I had a garden," said Toad.

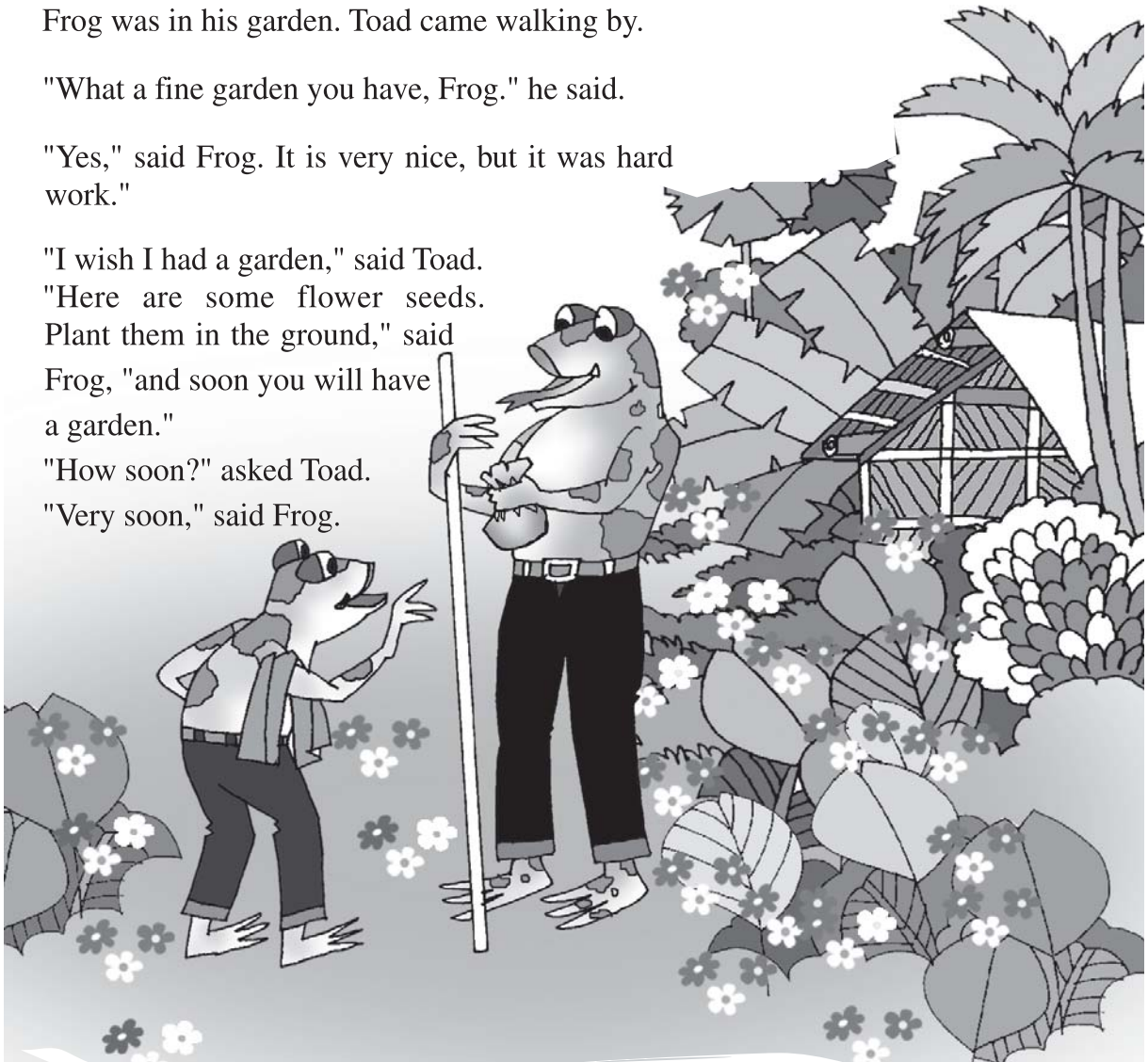
"Here are some flower seeds.

Plant them in the ground," said

Frog, "and soon you will have a garden."

"How soon?" asked Toad.

"Very soon," said Frog.



Toad ran home. He planted the flower seeds.

"New seeds," said Toad, "start growing."



Toad walked up and down a few times. The seeds did not start to grow.

Toad put his head close to the ground and cried, "Now seeds, start growing!"

The seeds did not start to grow.

Toad put his head very close to the ground and shouted, "NOW SEEDS START GROWING!"

Frog ran up the path. "What is going on?" he asked.

"My seeds will not grow," said Toad.

"You are shouting too much," said Frog.

"These poor seeds are afraid to grow."

"My seeds are afraid to grow?" asked Toad.



"Yes," said Frog. "Leave them alone for a few days. Let the sun shine on them, let the rain fall on them. Soon your seeds will start to grow."

That night Toad looked out his window.

"Oh, no!" cried Toad. "My seeds have not started to grow. They must be afraid of the dark."



Toad went out to his garden.

"I will read the seeds a story," said Toad.

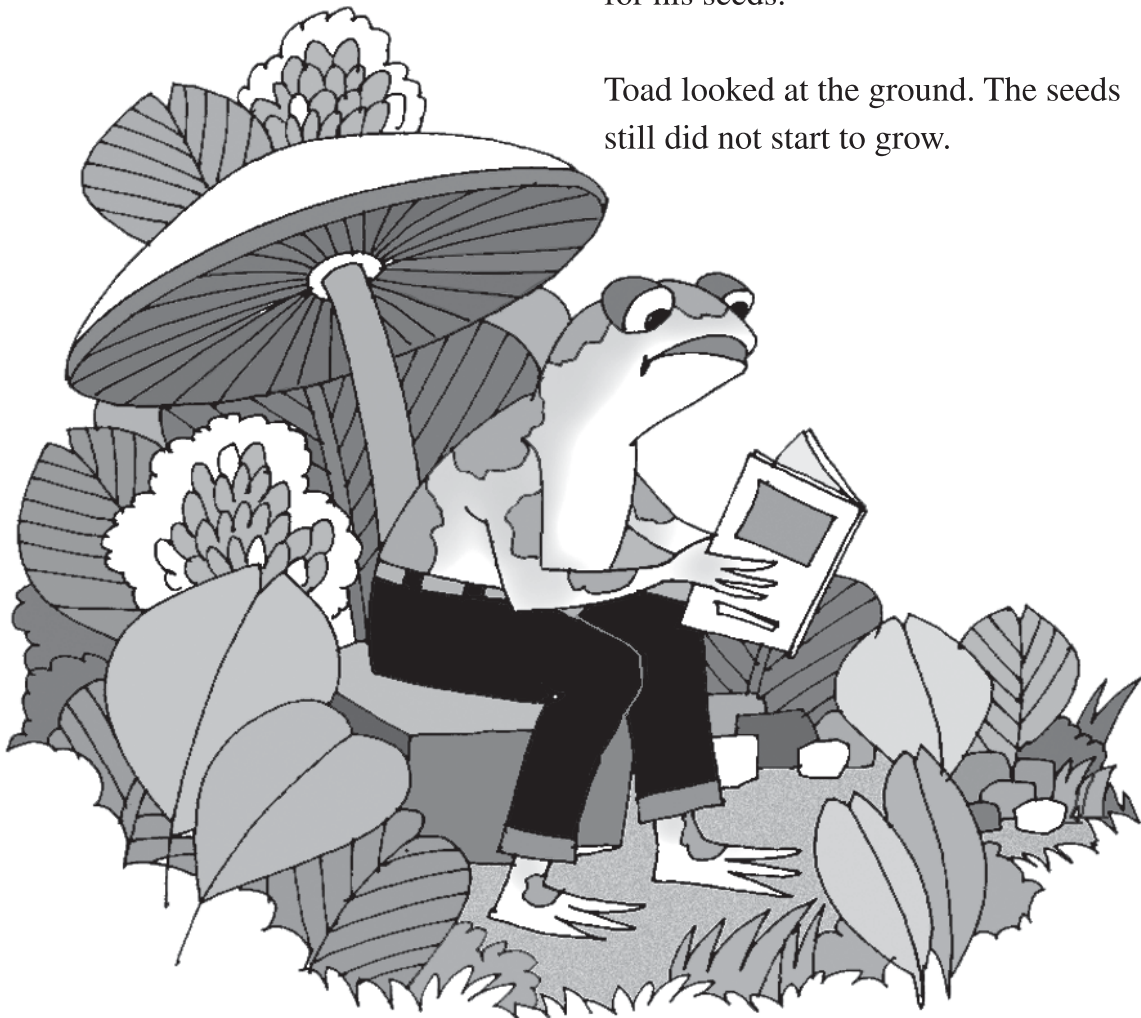
Toad read a long story to his seeds.  
All the next day Toad sang songs to his seeds.

And all the next day Toad read poems to his seeds.



And all the next day Toad played music for his seeds.

Toad looked at the ground. The seeds still did not start to grow.



"What shall I do?" cried Toad. "These seeds are still afraid to grow."

Then Toad became very tired, and he fell asleep.

"Toad, Toad, wake up," said Frog. "Look at your garden!"

Toad looked at his garden. Little green plants were growing up out of the ground.

"At last," shouted Toad, "my seeds are not afraid anymore."





"And now you will have a nice garden, too," said Frog.

"Yes," said Toad, "but you were right, Frog. It was very hard work."

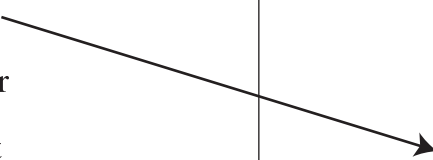
**A1 Choose the right answer.**

The first thing Toad did was he -----

- a. watered the seeds
- b. kept the seeds in the sun
- c. planted the seeds
- d. put the seeds in a box

- A2 Match a word in column A with a word in column B that goes together. One is done for you.**

Column A	Column B
play	seeds
water	hard
plant	music
read	plants
work	stories



- A3 Review punctuation marks. Read the story carefully again. Notice how the quotation marks have been used. Notice the positions of comma, full stop, quotation and exclamation marks.**

- A4 Read the following passage. All punctuation marks are missing in it. Put punctuation marks as necessary. Use capital letters where you should.**

bobby and farid were walking to school one morning in february suddenly farid asked bobby did neel ask you to go to his house this afternoon bobby said yes he did it's his birthday today really said farid what should we give him on his birthday

- A5 Learn the meanings of these words.**

Toad, seeds, plant, grow, shout, dark

## Sample Questions

### English Paper one

Full Marks : 80

Time : 3 hours

### Section A: Reading (Total Marks 40)

1. Read the following text and answer the question that follows.

#### Six health tips

**Context** is very important in maintaining health status and quality of life. Health can be maintained and improved through efforts and intelligent lifestyle of an **individual**. Here are some basic tips for maintaining a good health.

#### 1. Exercise

You don't need to be member of a gym. Thirty minutes walk every day will **prevent** weight gain and encourage moderate weight loss.

#### 2. Eat healthy

**Reduce** fat **intake**, cut down on sugar and opt for fruits and vegetables. This helps reduce blood pressure. Healthy food will also lead to better blood sugar control.

#### 3. Reduce stress

We don't always get everything we want. We have to accept that there are things that we cannot control. Managing time is also of great importance. We must allow ourselves enough time to get things done. Set a time during the day for **relaxation**.

#### 4. Improve sleep

Avoid coffee, alcohol, nicotine, and other chemicals that **interfere** with sleep. **Equip** your bedroom with a comfortable mattress and pillows. Sleep in a dark clean and quiet environment.

#### 5. Meditation

**Meditation** has been linked to a variety of health benefits. It has been linked to changes in blood pressure, brain activation, and other bodily processes.

## 6. Positive thinking

People who think positively have an **optimistic** view of life that affects their health and well-being. Optimism has been shown to explain between 5–10% of the variation in the livelihood of developing some health conditions, notably including cardiovascular disease, stroke, depression, and cancer.

**Question: Guess the meaning of the following words used in the text above.** **0.5x10=5**

i. The word **context** means

- a. environment      b. content
- c. engagement      d. centre

ii. The word **individual** means

- a. human being      b. person
- c. both a and b      d. none of them

iii. The word **prevent** means

- a. protect      b. reduce
- c. encourage      d. stop

iv. The word **reduce** means

- a. increase      b. decrease
- c. balance      d. maintain

v. The word **intake** means

- a. amount of intelligence      b. amount of interaction
- c. amount of taking something      d. amount of taking fat

vi. The word **relaxation** means

- a. recreation      b. reaction
- c. rest      d. rebuild

vii. The word **interfere** means

- a. disturb      b. energise
- c. boost      d. help



viii. The word *equip* means

- a. clean                      b. enhance
- c. guide                      d. decorate

ix. The word *meditation* means

- a. a kind of mental exercise      b. a kind of physical exercise
- c. a kind of medical treatment      d. a kind of sport activity

x. The word *optimistic* means

- a. frustrated                      b. desperate
- c. angry                          d. hopeful

Answers : i a, ii c, iii d, iv b, v c, vi c, vii a, viii d, ix a, x d

**2. Read the text and answer the questions.**

**5X2=10**

The Great Wall of China, one of the greatest wonders of the world, was first built between 220–206 BC. In fact, it began as independent walls for different states when it was first built. It became the "Great" wall during the Qin Dynasty. Emperor Qin Shihuang succeeded in his effort to join the walls. He took this initiative to protect the northern borders of the Chinese Empire from foreign attacks. Afterwards it was rebuilt and maintained over the years, between the 5th century BC and the 16th century.

Some people believe that this man-made structure can be seen from the moon with the naked eyes. The legend originated in Richard Halliburton's *Second Book of Marvels* published in 1938. However, this myth is simply not true. Richard Halliburton's claim was rejected by astronauts Neil Armstrong by and Yang Liwei. Some people also say that the Great Wall is visible from a low orbit of the earth. However, there is nothing unique in this as many other artificial constructions can be seen from that height.

(adapted from The Great Wall. Source: <http://www.myenglishpages.com/>, accessed on 09.06.2013)

**Questions:**

- a. What is the initial construction period of the Great Wall?
- b. Whose name is closely associated to this wall? Why?
- c. Who is Halliburton? What did he claim in his book?
- d. How did Armstrong and Liwei react to Halliburton's claim?
- e. 'The Great Wall is visible from a low orbit of the earth'. Is this special? Why/Why not?

**Answers:**

- a. It was constructed in 220 -206 BC.
- b. It is the name of Emperor Qin Shihuang. He took efforts to join the independent walls.
- c. He is the writer of a book, *Second Book of Marvels*. He claimed that the Great Wall can be seen from the moon.
- d. They rejected Halliburton's statements/ claim.
- e. No, it was not special. Many other artificial constructions are also seen from that height.

**3. Read the text and answer the following questions.**

Sir Isaac Newton was born on December 25, 1642 in Woolsthorpe, near Grantham in Lincolnshire, England. He was born in the same year that Galileo died. Newton is probably the most important scientist in the history. Newton published his work in two books. *Principia* is one of those books. Newton studied at Trinity College, Cambridge, from 1661 to 1696. In this period, he produced most of his important works. Then, in 1696, he moved to London, where he lived until his death on March 20, 1727.

Ludwig van Beethoven was a German composer and a musician of classical music. He was born in Bonn, Germany in 1770. Beethoven's father was a musician. He gave the young Beethoven his first music lessons. Beethoven composed Symphonies, a kind of western classical music, which became popular all over the world. Especially his fifth, sixth, and ninth symphonies are fabulously great! Beethoven had a complicated life. When he was 28, he started to go deaf. Beethoven was often in poor health, and in 1826 it suddenly got worse. His death the following year was probably the result of liver disease.

(Adapted from *Macmillan English Grammar in Context* by Simon Clarke, Macmillan Publishers Ltd, 2008)



A. Complete the following table with the information given in the passage. 0.5x10= 5

	Isaac Newton	Beethoven
1. Born in (year, city/town)		
2. Nationality		
3. Occupation		
4. Major works		
5. Death		

**Answer**

	Isaac Newton	Beethoven
1. Born in (year, city/town)	Woolsthorpe in 1642	Bonn, Germany in 1770
2. Nationality	English	German
3. Occupation	scientist	music composer
4. Major works	<i>Principia</i>	5 <sup>th</sup> , 6 <sup>th</sup> and 9 <sup>th</sup> symphonies
5. Death	March 20, 1727	1827

B. Read the following statements. Write (T) in your answer script if the statement is true. Write (F) if the statement is false. If false, give the correct answer. 5x1=5

- i. Galileo died in 1642.
- ii. Newton lived in London from 1661 to 1696.
- iii. Beethoven got his first music lesson from his father.
- iv. Beethoven had a simple life.
- v. Beethoven probably died of liver disease.

**Answers:**

- i. T ii. F. During this period he was in Cambridge. iii. T iv. False. He had a complicated life. v. T

## 4. Complete the text with the right words in the box.

0.5x10=5

they	thirst	everyone	understand	straws	eventually
followers	living	jump	thirsty	densely	

A wise monkey had eighty thousand (a) ..... . One day, wandering in a forest (b) ..... went very far and became very (c) ..... . So, they looked for water and (d) ..... found a water-pond surrounded by (e) ..... grown canes. Young monkeys wanted to (f) ..... into the water to quench their (g) ..... . Their leader, the wise monkey, could (h) ..... that there was a water monster (i) ..... in the lake. So he asked (j) ..... to use the canes as straws to drink the water.

Answer: a. followers b. they c. thirsty d. eventually e. densely f. jump g. thirst h. understand i. living j. everyone

5. The texts in column A are the beginnings of some sentences. The extensions are given in Column B and Column C. Match the texts in Column A, B, and C to make complete sentences.

1 x 5= 5

Column A	Column B	Column C
Yesterday I was	walking	a little boy standing alone.
Then I	was	him to the police station.
He was	crying	because he was lost.
The little boy	saw	home after school.
I decided to	take	only about four or five years old.

**Answer:** Yesterday I was walking home after school. Then I saw a little boy standing alone. He was crying because he was lost. The little boy was only about four or five years old. I decided to take him to the police station.

## 6. Read the texts and rearrange them in correct order: 0.5x10=5

- I didn't feel very well.
- He took my temperature and examined me.
- After a few days, I started to feel better.
- I went to see the doctor with my mom.
- I went to the Pharmacy and got those medicines.

- f. My mom phoned the doctor and made an appointment.
- g. He told me I had an infection.
- h. He also gave me some advices.
- i. I explained the doctor what was wrong.
- j. He gave me a prescription.

**Ans.**

a, f, d, i, b, g, j, h, e, c

### **Section B: Writing (Total Marks: 40)**

**7. The story below is about a boy and a crocodile. Complete the story. You can use the given clues.**

**10**

Once there was a crocodile. He was really hungry. He saw a boy. The boy had some meat in his hand. He wanted to eat both the boy and the meat. He decided to play some tricks with the boy.

The crocodile said, "Oh! Little Boy! Could you please give me some meat?"

The boy said, "No, you..... me.

The crocodile said, "No, no, believe....., I promise.....  
.....

There came a rabbit. .... wanted to ..... Now the crocodile..... the rabbit first. So..... .The boy ..... and the rabbit also..... . The cunning crocodile .....

**Answer:**

Answer may vary. A probable answer is given here.

Once there was a crocodile. He was really hungry. He saw a boy. The boy had some meat in his hand. He wanted to eat both the boy and the meat. He decided to play trick with the boy.

The crocodile said, "Oh! Little Boy! Could you please give me some meat?"

The boy said, "Oh no, you will eat me"

The crocodile said, "I promise, I won't eat you."

So the boy went near the crocodile to give him the meat. But, instead the crocodile tried to catch the boy. It caught just his arm.

There came a rabbit. It wanted to help the boy. The crocodile wanted to eat the rabbit first. So he left the boy's arm.

The boy ran away and escaped and the rabbit too fled away. The cunning crocodile didn't get his dinner.

8. **You stayed with your cousin for a few days during the summer vacation but now you are home again. Write a thanks giving email to your cousin.** 10

Answer will vary here.

9. **Kate is from Ireland on a holiday in Darjeeling. On his last day in Darjeeling he meets Aumi in a cafe. Aumi has just arrived with her parents in that town from Bangladesh. Write a short conversation between Aumi and Kate.** 10

Answer may vary. A probable answer is given here.

*Kate Hi, I'm Kate.*

*Aumi Pleased to meet you. I'm Aumi. Are you here on holiday?*

*Kate Yes. It's a beautiful town, and it's so sunny here! But I am sad because it's my last day.*

*Aumi Oh, I'm sorry. Where are you from, Kate?*

*Kate Ireland. And you?*

*Aumi I'm from Bangladesh. I'm here with my parents, and this is our first day, so we are happy!*

*Kate You are so lucky! Anyway, nice meeting Aumi.*

*Aumi Nice meeting you too..*

10. **Write a paragraph on Your School. Use the following cues.** 10

- Where is it? Do you like your school? Why/Why not?
- Who is your favourite teacher? Why do you like him or her?
- Who is your best friend in the school and why?
- Which subjects do you like most? Which subject/s you don't like?
- A memorable day in your school. Why is it memorable to you?

**Answer will vary here.**

**Note :** This question paper has been prepared for Reading and Writing test items only.

**The end**